

Childminder Report

Inspection date

9 June 2015

Previous inspection date

15 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- Children are keen, enthusiastic and independent in their learning because the childminder encourages them to do as much as possible for themselves. Children are safe and secure in the childminder's care because she has clear expectations for behaviour, which children understand.
- The childminder is an excellent role model. She uses a good range of effective teaching strategies to motivate and enthuse children. She places high priority on developing children's language and communication skills, which means that all children make good progress.
- The childminder is reflective and encourages parents to give her their feedback. She listens to their suggestions and as a result of what they say, makes improvements to her practice.
- The childminder keeps herself up to date through attending local authority training and cluster meetings. These provide opportunities for the childminder to work together with other childcare providers and share good practice. As a result, she has a secure knowledge of the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- The childminder does not share individual play plans with parents, to extend children's learning opportunities at home.
- The childminder does not routinely provide a wide range of resources that can be used imaginatively and in many different ways, to enhance children's exploration and curiosity.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- share individual play plans with parents to extend children's learning opportunities at home
- enhance children's curiosity and exploration skills, for example, by providing more resources that can be used imaginatively and in many different ways.

Inspection activities

- The inspector spent time in all areas of the home used for childminding, including the garden.
- The inspector talked to the local authority early years adviser, the childminder and children at appropriate times during the inspection.
- The inspector observed children's activities and evaluated an activity with the childminder.
- The inspector looked at a range of documentation, including evidence of the suitability of all adult members of the household, a selection of policies and procedures and children's learning files.
- The inspector took account of the views of parents provided through written feedback.

Inspector

Jill Roberts

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder regularly observes children and identifies appropriate next steps in their learning. She then uses this information to plan a good range of learning opportunities, which meet children's individual needs. As a result, all children are making good progress. For example, children are developing physical skills, while they enjoy riding wheeled vehicles during play sessions in the locality. The childminder then provides different sized tricycles for children to further develop these key skills back at the setting. The childminder provides a wide selection of good quality resources, suitable for children of all ages and stages of development. However, she does not routinely provide resources, such as natural materials, which can be used imaginatively and in many different ways. This means that opportunities for children to explore and develop their curiosity are not always fully promoted.

The contribution of the early years provision to the well-being of children is good

The childminder is warm and attentive as she welcomes children and parents into her home. She ensures that she has all the information that she needs to support children's emotional well-being and ensure their needs are met. Consequently, children settle in quickly. The childminder promotes children's understanding and enjoyment of healthy practices. She uses a bowl of warm, soapy water for them to wash their hands before snack and mealtimes. Children enjoy healthy snacks and talk about the fruit that they are eating. The childminder encourages children to join in with activities, such as tidying up. She expertly uses these routine times as teaching opportunities. Children develop physical skills as they use their fingers and thumbs to pick up small pieces of dough. They then put the dough into the correct tub, matching and talking about colours. Children are motivated and eager to join in. This is building their sense of responsibility from a very young age, preparing children well for the next stage in their learning.

The effectiveness of the leadership and management of the early years provision is good

The childminder has developed good relationships with practitioners at the pre-school that children attend. She observes children in the pre-school environment as she drops them off. She notices that they enjoy creative tasks using a range of materials to cut and stick. The childminder then talks to children about these activities back at the setting. These observations and further discussions with pre-school staff ensure a consistent approach to meeting children's learning needs. The childminder also understands the importance of working in partnership with parents. She gathers a good range of information about children's individual interests and needs when they start at the setting. The childminder makes detailed play plans for individual children. These plans include information about what children might enjoy doing next, and details of the sessions children attend and routines they enjoy. However, the childminder has not developed ways to share these play plans with parents. As a result, parents do not have chance to fully support and complement children's learning at the setting and at home.

Setting details

Unique reference number	EY425696
Local authority	East Riding of Yorkshire
Inspection number	852611
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	15 November 2011
Telephone number	

The childminder was registered in 2011 and lives in Beverley, North Humberside. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 3 childcare qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

