

Childminder Report

Inspection date

24 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a very strong commitment to inclusive practice. Children are motivated to learn because activities are fun and closely tailored to their individual needs and interests. Their imagination and creativity are promoted well. Children enjoy singing nursery rhymes, exploring different sounds and moving their bodies in response to the musical instruments they play.
- The childminder has high expectations for children's behaviour. He sets clear boundaries so they know what is expected of them. Children behave very well and demonstrate secure relationships with each other, the childminder and his family.
- The childminder provides children with opportunities to develop their social skills and gain confidence with other groups of children. He takes them on a range of outings, helps them to learn about the wider community and promotes their physical well-being.
- The childminder uses regular self-evaluation to monitor the quality of his childminding provision. He seeks the views of parents and is committed to providing good quality care and learning opportunities for children.
- The childminder has established effective partnerships with other settings children attend. He exchanges relevant information so that children are provided with continuity in their care and education.

It is not yet outstanding because:

- The childminder does not always gather in-depth information from parents about children's achievements, interests and learning at home, on entry and on an ongoing basis, to enable him to plan as well as possible around children's wider experiences.
- The childminder's professional development is not specifically focused on developing his good teaching skills to an even higher level.

What the setting needs to do to improve further

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

- strengthen ways to help parents share what they know their children can do at home, on entry into the setting and on an ongoing basis, in order to further enrich the planning process
- focus more precisely on a programme of targeted professional development to help raise the quality of teaching to an even higher level.

Inspection activities

- The inspector toured the premises and observed teaching and learning activities indoors.
- The inspector viewed regulatory documentation, including evidence of the suitability for all household members, children's details, learning files and a sample of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder and discussed children's learning and development with him.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written questionnaires from parents.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands his role and responsibility in protecting children. He has a good knowledge of child protection procedures. He knows the signs and symptoms that might cause concern about children's welfare. The childminder completes risk assessments of the premises to help ensure the environment is safe for children to learn and explore in. He effectively implements a wide range of written policies and procedures that supports his good practice. Overall, partnerships with parents are very positive. The childminder shares information, both verbally and electronically. Parents comment that they are very happy with the care provided for their children. The childminder is aware of his responsibility in observing and assessing the quality of his assistant's teaching practice. This ensures there is a collaborative and consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

The childminder uses his knowledge of child development well and teaching is good. The childminder monitors children's development and tracks their progress to ensure that any gaps in their learning are quickly identified and addressed. There is a good balance between adult-led activities and opportunities for children to play and lead their own learning. The childminder models how to do things and sensitively intervenes when children need extra support with equipment. This minimises any frustration children may experience, helps to sustain their interest and gives them the confidence to build on their skills. Younger children develop curiosity and interest in books and the childminder reads familiar stories to them. The childminder places high emphasis on teaching children to develop their language and communication skills. He models language clearly, introduces new vocabulary and asks questions that lead and help children to think for themselves.

Personal development, behaviour and welfare are good

The childminder provides a wide range of good quality toys and resources to support children's progress across the seven areas of learning. This motivates children to freely explore and builds their confidence in the decisions they make. Children are effectively supported to develop good self-care skills, relative to their ages and capabilities. Children help to tidy away resources when they have finished with them and before they get others out. The childminder's praise and reassurance help to boost their self-esteem. Children's understanding of healthy lifestyles is supported well. They are provided with a wide variety of healthy snacks and home-cooked meals. Children have many opportunities for fresh air and physical play through access to the garden and regular visits to local parks. This helps to support their good health and well-being.

Outcomes for children are good

All children at the setting, including those who speak English as an additional language, disabled children and those with special educational needs, make good progress in their learning. They are confident, motivated learners who actively contribute their own ideas to shape their experiences. Children are acquiring the key skills required for their next stage in learning, including their future move to nursery or school.

Setting details

Unique reference number	EY474364
Local authority	York
Inspection number	971782
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	3
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in the Rawcliffe area of York, North Yorkshire. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with his partner, who is also registered childminder. He occasionally works with an assistant. The setting receives funding for the provision of early education for two-, three- and four-year-old children. The provision supports children who speak English as an additional language, disabled children and those with special educational needs.

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