

Childminder report

Inspection date: 21 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in this setting. The childminder is resolute about providing a homely, caring environment. Children show that they feel content. For example, babies are confident to explore their surroundings and happily show off their dance moves when they hear music.

The curriculum provides a good range of learning opportunities and children are enthusiastic in their play. They especially enjoy trips to the waterfall park and the village centre, where they learn about nature and the area in which they live. These opportunities support their wider learning development and engages them in the local community. Children become skilful and confident communicators. The childminder places a high priority on supporting their language development. She engages children in meaningful conversations as they play and she responds well to their verbal and non-verbal communication. They have much fun looking at books together and children describe in detail what they see.

During the COVID-19 (coronavirus) pandemic, the childminder opened as soon as it was safe to do so to support families. She took steps to keep everyone safe, such as asking parents to drop off and collect their children on the door step. Parents and children adapted well to this change.

What does the early years setting do well and what does it need to do better?

- The experienced childminder is very nurturing and responsive to children. Consequently, they feel valued, safe and thrive while in her care. They approach her readily for reassurance and with much affection. Parents describe her as having a 'kind and caring nature'.
- The experienced childminder monitors children's development to ensure the curriculum is sufficiently challenging to help them make progress. She knows where children are in their learning, what they need to learn next and, generally, uses this information well when delivering activities. Older children are making great strides with early literacy skills and enjoy sounding out letters of the alphabet. However, the childminder does not always help children to recognise how to sound the letters accurately to support this fully.
- The childminder uses every opportunity to support children's mathematical knowledge and skills. Children are encouraged to count and identify shapes as they play and they readily and correctly use and recite numbers. For example, they successfully count and describe the shape of the pieces as they put the train track together.
- Children's behaviour is good. The childminder is a positive role model, who gives support and guidance and reinforces the importance of being kind to each other. Children respond well. They enjoy each other's company and become firm

friends. Through play, conversations and reading books, they learn about the diversity of the world in which they live.

- Partnerships with parents are strong and this helps to reinforce learning. Parents speak highly of the childminder and the care she provides for their children. For example, they say that she goes above and beyond to meet the needs of their children and that she is excellent at communicating with them. That said, she has not explored all possibilities of working with professionals in the other settings that children attend. Consequently, all practitioners are not working together to progress children's development.
- Children's good health is promoted well. High standards of hygiene are maintained and effective routines, such as handwashing, are followed. The childminder talks to children about the importance of eating healthy foods and works closely with parents so that dietary requirements are adhered to.
- The childminder attends mandatory training and reads information sent from the local authority to keep her knowledge current and up to date. She values and acts upon feedback from parents and children to help her evaluate her practice and continually raise standards.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. The childminder has a secure knowledge and understanding of the signs and indicators of harm. She understands the procedures that she must follow should she have concerns about a child. She ensures her knowledge is up to date by completing regular safeguarding training. All necessary steps are taken to ensure risks in her home are minimised and children are closely supervised when on outings. As they get older, children become aware of potential dangers and of what they need to do to keep safe.

What does the setting need to do to improve?

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

- ensure children hear the correct phonetic sounds during songs and storytelling to help with early literacy skills
- explore ways to work with other settings that children attend to ensure that learning is fully and consistently promoted.

Setting details

Unique reference number	400511
Local authority	North Yorkshire
Inspection number	10072884
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 1990 and lives in Great Ayton. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Lindsey Pollock

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching activities and assessed the impact of these on children's learning.
- The inspector completed a learning walk and a joint observation of an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- A sample of documentation was viewed by the inspector, including evidence of the childminder's suitability.
- The inspector took account of the views of parents and carers through written testimonials.

We carried out this inspection 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.

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