

Childminder Report

Inspection date

28 July 2017

Previous inspection date

1 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 secure understanding of child development. She knows how to help the youngest children build firm foundations for future learning. Children develop their communication and language skills and make good progress.
- The childminder teaches children the skills they need to start school from an early age. Children can count accurately and show very good mathematical awareness. They have confidence in their own ability and good levels of independence.
- Children have very secure bonds with the childminder and show they feel safe in her care. She knows them exceptionally well and ensures their individual care needs are met. This has a positive impact on their emotional well-being and promotes inclusion.
- The childminder understands the importance of working in partnership with parents. Since the last inspection, she has made a considerable effort to engage them in their children's learning and has built successful relationships to promote continuity.

It is not yet outstanding because:

- The childminder does not fully prepare a highly stimulating and exciting indoor environment for children to further develop their enthusiasm to learn.
- The childminder does not regularly identify and prioritise areas for professional development to promote the best possible outcomes for children.

What the setting needs to do to improve further

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

- enhance the indoor environment so it is highly stimulating and captures and engages young children's interest in their learning
- evaluate, identify and prioritise clear areas for professional development to ensure skills and knowledge are maintained to the highest standards.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder and discussed her arrangements for self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder has effective ways to monitor the progress children make and shares this with parents. For example, she has recently started to use a computer program to gather, share and reflect on children's learning. This has had a positive impact and the childminder has identified some gaps in children's progress and focused her teaching. Safeguarding is effective. The childminder regularly talks to children about how to keep themselves safe and they practise emergency procedures, such as fire drills. The childminder understands her role to protect children from harm. She has robust procedures to follow if she has concerns about children's welfare. The childminder uses her assistant in emergency situations and ensures she has an up-to-date first-aid certificate and knowledge of the procedures to follow to keep children safe.

Quality of teaching, learning and assessment is good

The childminder consistently engages and interacts with children. They seek her out to share in their play and she is responsive to their needs. For example, young children thoroughly enjoy developing their imagination as they provide drinks in their 'coffee shop'. The childminder asks questions and models clear language which helps them to build up their vocabulary. The childminder uses opportunities during children's play to develop their understanding of the world and mathematical skills. For example, children ask to colour-in pictures of different farm scenes that reflect their own community and home backgrounds. The childminder encourages them to talk about their own animals and helps them to count accurately past five as they work creatively. The childminder completes observations of children's learning and uses this information to form precise assessments of their current stage of development.

Personal development, behaviour and welfare are good

The childminder is a positive role model for children. Parents are particularly happy with the clear and consistent boundaries she has for managing children's behaviour. Older children are exceptionally considerate towards the younger children and demonstrate high levels of respect for themselves and each other. For example, they offer kind words of praise as they compliment each other's pictures. The childminder provides regular opportunities for children to develop their physical and social skills outside of the setting. Children enjoy visits to a small holding and develop a sense of responsibility as they help to care for the animals. The childminder promotes children's good health. For example, she provides fresh fruit and home-cooked meals throughout the day. The childminder supports the younger children to wash their hands and develop an awareness of good hygiene.

Outcomes for children are good

Children make good progress in relation to their starting points and are working in the stages of development typically expected for their age. Young children begin to develop confidence in different social situations and have good levels of self-esteem. They take part in community activities and develop a strong sense of their own identity.

Setting details

Unique reference number	400614
Local authority	North Yorkshire
Inspection number	1064143
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	2
Name of registered person	
Date of previous inspection	1 July 2013
Telephone number	

The childminder registered in 2000. She lives on the outskirts of Pickering, North Yorkshire. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds a recognised childcare qualification at level 3. The childminder is registered to work with an assistant, whom she uses on an occasional basis.

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