

Childminder Report

Inspection date

29 June 2016

Previous inspection date

17 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 is keen to develop her service. She acts on advice and attends training to enhance her knowledge. Her plans for improvement are targeted to strengthen her practice effectively. The childminder has made secure improvements since her last inspection. Parents' feedback is positive and complimentary.
- Children build secure attachments with the childminder. Parents contribute to initial assessments of children's starting points on entry. This helps the childminder to get to know the children and offer activities that interest them from the start.
- The childminder monitors children's progress from the onset of their placement well. Partnerships with parents, external agencies and other providers are in place and make a strong contribution to meeting all children's needs.
- Children are developing good imaginative and communication skills. The childminder talks consistently to the children. She asks them what they are doing in their play. Older children listen and respond, join in with conversations and express themselves well.
- Children are motivated in their play and make their own play choices, asking for additional resources. This shows they are independent and confident individuals. Children are interested to learn, are curious and communicate their ideas well.

It is not yet outstanding because:

- The childminder does not consistently provide children with clear messages about why it is important to practise good hygiene routines, such as washing hands before eating.
- Occasionally, the childminder misses opportunities to extend children's mathematical skills further to help them understand and describe shape, space and measures.

What the setting needs to do to improve further

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

- deepen children's understanding of the importance of good hygiene practices and how these contribute to their good health
- enhance children's already good early mathematical skills.

Inspection activities

- The inspector observed the childminder's and her assistant's interactions with the children and spoke to the childminder throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also completed a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector looked at the childminder's planning documentation, children's learning and development files and children's assessment records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also took account of the views of parents through their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good range of policies and procedures in place which she uses well to help keep children safe. She is aware of the signs and symptoms of abuse and the procedure to follow should she have any concerns about the welfare of a child in her care. The qualified and experienced childminder puts new knowledge, gained through training, effectively into her practice. She supervises her assistant at all times so children receive a consistent service. The childminder shares children's files with parents so they are informed about their children's progress. Partnerships with local schools and a range of other professionals have been established. These help to support children's individual care and learning needs.

Quality of teaching, learning and assessment is good

The childminder fully understands that young children learn through play. She interacts warmly with children during their self-chosen activities. Children enjoy role play activities. They ask what items are and how they work. The childminder and her assistant sensitively answer and ask questions to encourage children's thinking and explorations further. Children make links to their experiences and discuss differences and similarities. This helps support children's communication skills and their understanding of the world around them. The childminder uses her observations to assess each child's stage of development and to plan activities for their next step in their learning. Children make good progress in their learning from their starting points.

Personal development, behaviour and welfare are good

Children enjoy their time in the setting and have developed strong bonds with the childminder and her family. Children demonstrate that they are settled and happy in her care. They are polite, show good manners and are well behaved. The childminder is a good role model. She prioritises safety and provides good levels of supervision at all times. Children have a good range of resources to choose from in this welcoming setting. They freely explore, which builds their confidence in the decisions they make. Children are active in their play and seek out others to share their experiences. They have access to regular active, outdoor experiences across all areas of learning.

Outcomes for children are good

Children progress well in all areas of learning. Babies express and share their ideas well through sounds, gestures and body language. They build strong attachments which promotes their well-being and develops their confidence. Older children communicate their ideas well and speak and listen in a range of situations. They are successful learners and confident individuals. Children's communication and language skills are effectively promoted. They develop secure trusting relationships, select their choice of play and request their preferences, showing their independence. Children are prepared well for the next stage in their learning including the move to school.

Setting details

Unique reference number	400675
Local authority	North Yorkshire
Inspection number	1043141
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	17 June 2013
Telephone number	

The childminder was registered in 1998. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. Occasionally, she works with her husband as her assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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