

Childminder report

Inspection date: 28 November 2019

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

The childminder understands the needs and personalities of children in her care. She talks affectionately about the children not present and their achievements. The childminder has high expectations of what children can achieve. She provides activities that support their individual learning styles and that interest children to support their progress. This ensures that children are keen to engage and participate. Early literacy skills are supported. Children develop a love for and interest in books. They sit with the childminder as they read their favourite stories. Young children babble and giggle as they use interactive books.

The childminder is warm and friendly. Children respond positively to her attentive and affectionate interaction and settle easily into her home. They develop a close bond with the childminder. This helps children to feel secure and confident, and supports their emotional well-being. The childminder models good manners and supports children's positive behaviour. She praises them when they respond appropriately. This helps to deepen children's self-esteem and gives them an understanding of expectations. The childminder checks for hazards in her home and garden. This helps to provide a safe and secure environment for children.

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

- Children are confident communicators and receive good support to learn new words as they play. The childminder talks to children constantly and asks questions to encourage their thinking. She further develops their language through regular story times, which children enjoy. Children have access to a broad selection of books, including those with their favourite characters. They snuggle close to the childminder, listen keenly and talk about what they can see in the pictures.
- Children form close attachments with the kind and caring childminder. They eagerly chat about what they are doing and seek her out for a reassuring cuddle. The childminder's home is warm and welcoming. Children demonstrate that they are happy and settled in her care. The environment is set out to enable children to choose what they want to play with and to encourage their independence.
- There are good working relationships with parents. Information about what children already know and can do is gathered from parents before children start. The childminder uses this information to help inform her initial baseline assessments. She shares information with parents daily and through termly summaries of their child's progress. The childminder provides ideas for parents to help them continue their child's learning at home.
- The childminder reflects on her practice and identifies areas for future development. However, she has not considered further professional

development opportunities to help raise her teaching and understanding of the curriculum to the highest level.

- The childminder has a good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. She regularly assesses and monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed. However, at times the childminder does not always fully support children to explore and experiment with a wide range of materials and media.
- The childminder takes children to different places in the community, such as toddler groups. She talks about observing children's confidence and social skills increasing as they mix with larger groups of children.
- Children are very well behaved. They show care and consideration towards each other and to adults. From a very early age, children develop an understanding of how to share and take turns. The childminder is especially respectful towards children and is an excellent role model for good behaviour. Children are praised in a consistent and meaningful way that increases their self-confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She understands the signs of abuse and procedures to follow should she have any concerns about a child. The childminder ensures that she keeps up to date with current changes in legislation and accesses regular safeguarding training. She holds a current paediatric first-aid qualification. All safety issues within the childminder's home are addressed and she completes risk assessments. She supports children to understand safety boundaries. For example, she reminds children not to climb indoors and to be careful when running.

What does the setting need to do to improve?

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

- provide children with further opportunities to explore and experiment with different media and materials
- focus on how professional development opportunities can be used to raise the quality of the already good practice to an even higher level.

Setting details

Unique reference number	400805
Local authority	North Yorkshire
Inspection number	10065119
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 1982 and lives in Harrogate. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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