

Childminder Report

Inspection date

13 June 2017

Previous inspection date

3 June 2014

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 provides a wide range of enjoyable activities that motivates children to learn and meet their interests overall. Children are making good progress.
- The childminder regularly shares information with parents about children's achievements and progress. Parents contribute to observations and assessments. This helps to promote strong continuity of children's learning.
- Children develop secure emotional bonds with the childminder. They are happy and confident in the welcoming environment. Children behave very well.
- Teaching is good. The childminder uses skilful questioning to encourage children to think creatively and practise their developing communication and language skills.

It is not yet outstanding because:

- The childminder has not ensured that her assistant holds an appropriate paediatric first-aid certificate, before working alone with children.
- The childminder does not make the best use of opportunities to help younger children develop their understanding of number and quantity.
- The childminder does not consistently gain the views of all parents to help her reflect on her practice and inform improvements to the quality of the provision.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that the assistant completes and maintains an appropriate paediatric first-aid qualification. 17/07/2017

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

- make better use of opportunities to help younger children develop their understanding of number and quantity
- seek the views of parents consistently to help to evaluate practice and identify ways to continue to improve the quality of the provision.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector took account of the views of parents.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

The childminder has allowed her assistant to work on his own with children, for short periods of time, without first achieving an up-to-date paediatric first-aid qualification. However, the assistant has extensive prior work experience and expert knowledge relating to medical care, which means that there is no impact on children's welfare. The childminder has comprehensive policies and procedures in place and understands her responsibilities if she is concerned about a child's welfare. Arrangements for safeguarding are effective. Regular checks are carried out to help minimise any risks in the play areas, both indoors and outdoors. The childminder works closely with other early years settings and schools, and with other professionals to address children's needs.

Quality of teaching, learning and assessment is good

The experienced childminder takes every opportunity to extend older children's skills in preparation for their move on to school. For example, she uses information gathered from local providers to help support older children in developing their ability to form letters and recognise numbers. Children enjoy choosing and singing their favourite songs. They listen carefully and with delight as the childminder enthusiastically reads familiar stories to them. She effectively helps children to develop good early literacy skills. The childminder uses knowledge gained from training programmes to enhance her teaching.

Personal development, behaviour and welfare are good

Children have daily opportunities to be physically active, for example, when playing in the garden or visiting local parks and groups. They also learn about how to keep themselves safe when in the community. The childminder provides nutritious snacks and meals, and promotes good hygiene routines. She frequently praises children's achievements, which helps to boost their confidence and sense of self-esteem. The childminder is a positive role model and she encourages children to develop good manners. She provides consistent routines and boundaries, helping children to feel secure and understand what is expected of them.

Outcomes for children are good

Children are developing the skills and attitudes needed for their eventual move on to nursery and school. They are happy, enthusiastic learners and their achievements are well within or above the expected levels for their ages. Children show good independence skills in readiness for their future learning. They concentrate for significant periods of time.

Setting details

Unique reference number	401210
Local authority	North Yorkshire
Inspection number	1087128
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	3 June 2014
Telephone number	

The childminder registered in 1995 and lives near Northallerton. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. At times, the childminder works with an assistant. The childminder provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted 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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