

Inspection date

21 April 2015

Previous inspection date

14 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good because the childminder provides children with a broad range of challenging and stimulating activities. As a result, all children make good progress across the seven areas of learning.
- The childminder interacts well with children, she continually talks to them throughout their play and models language. This successfully develops children's communication and critical-thinking skills.
- Children's emotional well-being is effectively promoted because they play and learn in a warm, homely and friendly environment. Therefore, children show independence and confidence in the childminder's home.
- The childminder shows a commitment to her professional development. She has attended a number of training courses, which ensures she has a good understanding of the requirements of the Early Years Foundation Stage.
- Children are effectively safeguarded. The childminder implements a good range of written policies and procedures, which protects children's welfare.
- The childminder has developed good links with the local primary school and fully understands the importance of sharing relevant information with teachers. This ensures children are well supported for their future move.

It is not yet outstanding because:

- Children have fewer opportunities to access information technology resources, to develop their exploration and understanding of how things work.
- The childminder has not fully considered how the daily routine occasionally interrupts children's flow of play.

What the setting needs to do to improve further

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

- extend opportunities for children to further develop their skills in using information technology, for example, by providing a wider selection of mechanical and programmable toys to help them understand how and why things work
- improve snack time arrangements, to ensure children are not distracted or disrupted during their play and learning.

Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, and policies and procedures with the childminder, including evidence of qualifications and suitability of all adults in the household.
- The inspector took account of the views of parents through written letters and questionnaires obtained by the childminder.

Inspector

Rachel Enright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder regularly observes and assesses children, to recognise their achievements and identify their next steps in learning. She follows and extends children's individual needs and interests to support their future learning. Consequently, children are gaining a good range of skills needed for the next stage in their learning at school. Children have access to a good selection of resources, which enables them to participate in purposeful play. However, information technology resources, such as mechanical and programmable toys, are limited for younger children. This means they have less opportunity to develop their understanding of how and why things work. Children show high levels of concentration and remain interested throughout their activities because they are eager to learn. They thoroughly enjoy playing in the outdoor area, which ensures they are physically active and learn to take appropriate risks. Children develop their investigation skills as they participate in ice play with the childminder. They use different tools, including rolling pins, to attempt to remove the animals which are frozen in the ice. Children show excitement as they fill and empty containers with water and use the bubble machine. The daily routine is, generally, well organised. However, children are sometimes distracted or disrupted during their play, because snack time arrangements interrupt their flow of learning.

The contribution of the early years provision to the well-being of children is good

Children have formed strong relationships with the childminder, which means they are happy and settled. The childminder manages children's behaviour well, as she uses a calm and consistent approach to reinforce the boundaries and expectations. As a result, children play cooperatively together and learn to be kind and polite. The childminder regularly praises and encourages children throughout their activities, which ensures they feel valued and appreciated. Children's personal, social and emotional development is effectively promoted. The childminder makes good use of amenities within the local community and attends regular activities, such as toddler groups and messy play sessions. These opportunities enable children to socialise and mix with others.

The effectiveness of the leadership and management of the early years provision is good

The childminder monitors the educational programmes and uses effective systems to track children's ongoing progress. This ensures children are progressing well and any gaps in their learning can be quickly identified and addressed. The childminder recognises the importance of self-evaluation and is confident to discuss her strengths and areas for future improvement. Partnerships with parents are good and the childminder ensures they are well informed about their children's learning and development, so there is a cohesive approach to supporting children's learning at home and in the setting. Parents are complimentary about the childminder and the service she provides. They make comments, such as 'The childminder provides a safe and nurturing environment for my child' and 'I know my child is very well looked after as the childminder is amazing'.

Setting details

Unique reference number	503246
Local authority	North Yorkshire
Inspection number	869190
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	14 November 2008
Telephone number	

The childminder was registered in 2001 and lives in Richmond, North Yorkshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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