

Childminder Report

Inspection date

3 May 2016

Previous inspection date

28 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Since the last inspection the childminder has worked with her local authority early years team to improve her practice, and is fully conversant with all new legislation and requirements. The recommendations from the last inspection have been successfully addressed.
- The childminder promotes positive behaviour and helps children to understand boundaries and expectations. Children listen and follow instructions and play cooperatively alongside their peers.
- The childminder has established effective partnerships with other settings children attend. She exchanges relevant information so that children are provided with continuity in their care and education.
- Children's personal, social and emotional development are well supported. The childminder has successfully created a family atmosphere where children are learning to respect and celebrate each other's differences.
- The childminder plays alongside children and effectively engages them in conversations. She frequently introduces new vocabulary and repeats children's spoken words so they can hear the correct articulation. This helps to support children's communication and language skills.

It is not yet outstanding because:

- Information about children's development is not always used to best effect in focusing on how to raise their achievements to outstanding levels.
- The childminder undertakes self-evaluation but she does not make best use of the information from this to analyse and develop more focused professional development to extend her knowledge and further enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- strengthen the checking of children's progress to further enhance planning for their future learning, so they have better opportunities to make higher levels of progress
- use self-evaluation more effectively to help to identify specific areas of practice for improvement and inform sharply focused professional development.

Inspection activities

- The inspector had a tour of the areas used for childminding purposes.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as children's learning records and evidence of the suitability and qualifications of the childminder.
- The inspector observed children involved in a planned activity and discussed the outcomes of the activity with the childminder.
- The inspector reviewed written feedback submitted by parents.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of how to manage any child protection concerns. She completes risk assessments for the premises to help ensure the environment is safe for children to learn and explore in. She effectively implements a wide range of written policies and procedures that supports her good practice. Overall, the childminder observes children and reviews activities so she can plan ways to improve these further. She exchanges regular information with parents about children's progress. The childminder encourages parents to tell her what their children enjoy and can do at home. This helps to promote continuity in children's learning. Written references show how parents value the quality of care and learning the childminder provides for their children.

Quality of teaching, learning and assessment is good

The qualified childminder uses her knowledge of child development well and teaching is good. She ensures that children of all ages and abilities are included and takes account of their individual needs and interests extremely well. There is a good balance between adult-led activities and opportunities for children to play and lead their own learning. Children's understanding of the natural world is very well supported. They develop curiosity and interest when they observe the life cycles of tadpoles and caterpillars. Children are keen learners and ask a range of questions and the childminder skilfully uses her knowledge to extend their learning. Children demonstrate very good early mathematical skills. For example, they confidently count objects, alongside the childminder, during planned activities and they understand that counting helps them to find the total amount.

Personal development, behaviour and welfare are good

Children take part in a range of outdoor experiences and opportunities which helps to promote their good health and physical well-being. For example, they enjoy trips to a local park and other places of interest. Children help tidy away toys and learn how to care for the play equipment. The childminder regularly praises children for their effort and achievement. This helps them to share, take turns and be kind and polite to each other. The childminder arranges effective settling-in sessions to meet children's individual needs. This supports them to feel emotionally secure. Mealtimes are social occasions where the childminder sits with children and promotes the use of good manners and self-care skills. Hygiene practices are good. Children are encouraged to wash and dry their own hands before meals and after using the toilet.

Outcomes for children are good

All children at the setting make good progress in their learning. They are confident, motivated learners who actively contribute their own ideas to shape their experiences. Children are acquiring the key skills required for their next stage in learning, including their future move to nursery or school.

Setting details

Unique reference number	EY218503
Local authority	North Yorkshire
Inspection number	1044357
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28 October 2014
Telephone number	

The childminder was registered in 2002 and lives in Thirsk, North Yorkshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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