

Childminder report

Inspection date: 1 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant get to know the children in their care very well. Children have a close bond with the childminder and seek her attention with activities and for reassurance. Children are happy settled and confident in her care. The childminder ensures that she has a detailed knowledge of children's routines and makes sure that she adheres to these. Children are keen to help with tasks. They help with tidying activities away and prepare the table for snack and lunch. The organisation of her environment allows children to lead their own play and make choices about their activities and resources. Children are enthusiastic in their play and motivated to learn. Ongoing observations of children's development enable the childminder to quickly identify their next stages and target any gaps in their learning. The childminder gets down to children's level and plays with them to encourage them to join in. For example, she develops children's imagination as they play within the role-play hair salon. They develop mark-making skills as they make appointments. They interact with each other as they discuss how to make the childminder's hair pink. From an early age, children show a keen interest in books. They access books, masks and puppets to retell their favourite stories

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

- Partnerships with parents are extremely strong. The childminder keeps parents regularly informed about children's progress. She has in-depth daily discussions and shares children's learning journals. This helps parents to know what their child is working on and how to support their learning at home. Parents comment on the affection the children have for the childminder.
- All children make good progress from their starting points. The childminder finds out what children can already do when they first start and plans effectively to build on their development. She provides good support for children's key areas of learning, which prepares them well for their next steps.
- The childminder is highly skilled at supporting children's communication and language. She models language and uses questioning techniques well to support children to think and reason. Children learn how to listen, express themselves positively and consider the views of others.
- Children demonstrate a good understanding of counting and using numbers, and the childminder supports this aspect of their learning effectively. For instance, children count the pasta pieces as they make the spikes on the dough hedgehogs. Children confidently count to 10 independently. During adult-led activities, the childminder interacts well with them and provides suitably challenging experiences to help them to concentrate and persevere.
- The childminder is proactive in her approach to evaluating her practice. She gathers the views of parents through social media and takes account of their comments. She carefully considers ways to support children and their families

effectively. However, she has not yet implemented a planned programme of professional development that is focused enough on raising the quality of teaching to secure even better progress for children.

- The childminder is a good role model. Children develop good levels of self-assurance and self-esteem through praise, support and encouragement from the childminder. Children behave very well. They understand the expectations and boundaries, and independently follow routines. Children play alongside each other. They interact and extend one another's play as they offer toys, resources and ideas.
- The childminder provides children with a wide range of outings in the community. They go to local parks, playgroups and the shops using public transport. These experiences help children to learn about their local community, develop social skills and understand the world around them.
- The childminder is well qualified and has a wealth of experience. She understands how children learn through play and provides a range of activities to promote their learning. She interacts effectively with children and understands when to allow children space to lead their own play and activities. However, although she has identified new teaching strategies, these are not yet fully embedded in her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify signs that may indicate that a child is at risk of harm. She knows how to report any concerns she has about children's welfare. She understands wider safeguarding issues, such as situations where children may be exposed to extreme views or behaviours. The childminder ensures that her assistant accesses safeguarding training to equip her with the relevant knowledge to protect children. She follows her secure policies to ensure the smooth running of the setting and to promote children's welfare.

What does the setting need to do to improve?

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

- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is consistently advanced
- develop further new teaching skills to support children to reach their full potential.

Setting details

Unique reference number	EY274903
Local authority	North Yorkshire
Inspection number	10117359
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	12
Number of children on roll	8
Date of previous inspection	17 December 2014

Information about this early years setting

The childminder registered in 2004 and lives in Skipton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector observed the quality of teaching during activities 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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