

Childminder report

Inspection date	3 July 2019
Previous inspection date	20 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 and her assistants effectively promote individual learning as they support children's play. They use what they know about children to challenge them effectively in their learning. The childminder observes and assesses children's progress and plans for their future learning using her good knowledge of each child.
- Both the childminder and her assistants are good role models and give children lots of praise and encouragement. Children behave well and develop good manners. They learn to demonstrate kindness and develop positive attitudes towards others.
- The childminder and her assistants know children well. The childminder spends time getting to know children prior to them starting and develops positive relationships with them. Children are well settled and have a strong sense of belonging.
- Partnerships with parents are very good. The childminder works closely with them to provide support when children need extra help. Arrangements to share details of children's learning with parents promotes continuity between their home and the setting.
- The childminder does not make the most effective use of self-evaluation to help identify ongoing priorities and plans in order to help raise the quality of the provision even further.
- The childminder's professional development plans are not focused sharply enough on raising the quality of teaching in order to secure even higher outcomes for children.

What the setting needs to do to improve further

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

- enhance self-evaluation procedures to help shape ongoing improvement plans and raise the quality of the provision even further
- strengthen professional development to sharply focus on the quality of teaching and secure the highest levels of achievement for all children.

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.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of the correct action to take if she has concerns about a child's welfare. She has a good awareness of safeguarding issues, which includes extremist views. She ensures that her assistants are kept up to date with changes in legislation and have a good understanding of safeguarding procedures. The childminder works in partnership with other settings the children attend to help raise learning outcomes for children. She ensures that when children require any additional support, it is implemented swiftly. She works closely with other professionals, such as portage workers, physiotherapists and speech and language teams.

Quality of teaching, learning and assessment is good

The childminder plans activities taking into account children's interests and preferences. She stimulates children's emerging language and communication skills effectively. For example, she models the correct use of language, repeats word and uses sign language and gestures during children's play. She enables children to gain confidence to try new things. For example, toddlers experiment with water as they bathe dolls and look at changes in the water as they add bubbles and test the temperature. They develop good mathematical skills as they sort dolls by size for the different baths and count to ensure the numbers are the same. The childminder patiently encourages them to manage simple tasks themselves. For instance, children develop good handling skills when they cut photos of themselves to stick into their scrap books.

Personal development, behaviour and welfare are good

Flexible settling-in procedures for new children help them to become quickly confident in the setting. Children develop good levels of independence. For example, older children are proud to be the helper of the day, serve children their snack and clear plates away. The childminder provides a range of healthy meals and snacks and children discuss how foods provide energy for the body. They discuss the need for sun creams in the hot weather and ensure that everyone is wearing a hat before outdoor play. The childminder provides toys that reflect children's interests and children confidently choose what they want to play with. Children are learning about the wider world. For instance, they go for walks in the local area. The childminder finds out about each child's background and uses this information to plan activities to help children appreciate each other's differences.

Outcomes for children are good

Children thoroughly enjoy the time they spend with the childminder. They show an interest in literacy. For instance, they choose favourite books and are keen to sit and listen to the story with adults. Older children show they are prepared for starting school as they recognise their names and the names of their peers at self-registration. Children develop coordination skills as they have fun outdoors on the trampoline and stepping stones. Children show readiness for the next stages of their learning.

Setting details

Unique reference number	EY275298
Local authority	North Yorkshire
Inspection number	10071075
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	18
Number of children on roll	21
Date of previous inspection	20 January 2015

The childminder registered in 1993 and lives in Coverham, Leyburn. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with two assistants and holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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