

Childminder Report

Inspection date

29 November 2016

Previous inspection date

3 October 2013

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 understands how young children learn through play and exploration. She is skilled at following their lead and enhancing their experiences. Children persist for extended lengths of time in activities of their choosing.
- The childminder recognises and responds to the individual ways children prefer to learn. She plans activities which are based on their interests and successfully adapts the level of support needed across differing age groups.
- The childminder encourages children to be independent and take an active part in their own self-care. Young children manage their own personal needs and demonstrate high levels of confidence.
- The childminder gathers detailed information from parents about how to meet their children's individual needs. She works hard to support families and follow children's established routines.
- The childminder has developed professional relationships with other settings children attend, such as school. She shares important information about children's care and learning, which helps to promote continuity.

It is not yet outstanding because:

- The childminder does not provide enough opportunities for children to learn about other cultures and communities beyond their own. This does not help children to fully develop their understanding of the world.
- The childminder does not evaluate and reflect enough on the impact of her own and her assistant's teaching practice.

What the setting needs to do to improve further

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

- help children to fully develop their understanding of the world and provide a range of opportunities for them to learn about communities, festivals and celebrations from other places
- extend the ways to reflect on and enhance the quality of teaching for children, in order to drive levels of achievement and help them make rapid progress.

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 observation with the childminder.
- The inspector looked at relevant documentation, such as learning profiles for children, the childminder's self-evaluation and evidence of the childminder's, co-childminder's and her assistant's suitability to work with children.
- The inspector obtained verbal and written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder updates her skills to work with children regularly. For example, she attended training to increase her awareness of vulnerable families and the procedures to follow to support them. Safeguarding is effective. The childminder has robust procedures for reporting concerns about children's welfare and she ensures her assistants are knowledgeable in this area. The childminder has effective ways to monitor the progress children. This helps her to form the plans for the next steps in children's learning and ensure all areas of learning are covered. The childminder, co-childminder and assistants reflect on how well they meet the needs of children who attend. This helps them to identify areas to develop further. For example, the childminder has developed the use of the outdoor environment to better promote children's literacy and numeracy.

Quality of teaching, learning and assessment is good

The childminder helps older children to develop the skills they need for their eventual move on to school in a fun, interesting way. For example, she observes a small group of children outdoors and enhances their play. She models how to use resources to draw different shapes in the gloop tray and challenges them to copy her. Children are excited to participate and develop their early writing skills. They recognise a range of shapes correctly and can count with ease. The childminder helps the youngest children to develop their imagination, curiosity and physical skills. She engages with them as they explore the role play shoes and bags, offering help when they need it. The childminder completes observations of children's learning which contribute to assessments of their progress, including the progress check for children aged between two and three years. The childminder shares this information with parents, which helps them to continue children's learning at home.

Personal development, behaviour and welfare are good

The childminder is a good role model for children. She is kind, caring and responsive towards them, offering regular praise. This has a positive impact on children's emotional well-being and they have developed secure bonds with the childminder. The childminder helps children to develop their understanding of how to be safe and healthy. For example, she supports children in the mud kitchen outdoors and they use safety knives to cut vegetables. She models how to do this safely and talks to them about the different food they can eat containing vegetables. The childminder has robust procedures in place to help children settle in and they attend visits first. This helps her to get to know children before they start.

Outcomes for children are good

Children make consistently good progress across all areas of learning in relation to their starting points. They are enthusiastic learners and clearly enjoy participating in activities both planned and self-chosen. Children are working within the stages typically expected for their age. They have confidence in their own ability and are prepared for the next stage in their learning, including the move on to school, when the time comes.

Setting details

Unique reference number	EY275413
Local authority	North Yorkshire
Inspection number	1064511
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	18
Number of children on roll	46
Name of registered person	
Date of previous inspection	3 October 2013
Telephone number	

The childminder was registered in 2004 and works in Scorton, Richmond. She operates all year round from 7am to 6.30pm, Monday to Thursday, except for bank holidays, two weeks at Christmas and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with a co-childminder and an assistant who also have childcare qualifications at level 3. The childminder also works with three other assistants on an occasional basis. The childminder provides funded early education for two-, three- and four-year-old children.

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