

Childminder report

Inspection date	22 January 2019
Previous inspection date	8 December 2014

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 has created a stimulating environment with unique resources. For example, she has a threading beam outside and a steering wheel fixed onto a toadstool. Children enjoy pursuing their own interests and show good concentration during activities.
- The childminder identifies where children may require more support and works closely with other professionals to put strategies in place. All children make good progress during their time in the setting.
- Children are keen to learn and join in activities. For example, they enjoy choosing and matching different wooden pieces to dress teddy bears on a jigsaw.
- Children develop close attachments with the childminder. They enjoy talking to her and sharing their experiences with her. This helps to foster children's confidence and self-esteem successfully. Children behave well.
- The childminder works in partnership with parents effectively. There is a two-way flow of communication. For example, parents send photographs, videos and postcards when on holiday to share learning from home.
- The childminder does not focus her professional development precisely enough to help her to gain the skills and knowledge that will have the most impact in supporting children's individual needs even more.
- The childminder does not consistently target specific activities to closely match children's next steps in learning and help them to make the best possible progress.

What the setting needs to do to improve further

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

- focus professional development more precisely to help gain skills and knowledge that can be used to support individual children's learning needs even more
- refine the planning of activities to focus even more sharply on supporting children's next steps in learning to help them to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder and had discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, including children's observations and assessments, training records and a sample of policies and procedures. The inspector discussed planning and self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took into account their views.
- The inspector took account of some parents' written feedback recorded on the childminder's evaluation forms.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder shows her knowledge of child protection issues and wider safeguarding matters. She understands what action to take if she has any concerns about a child's welfare. The childminder identifies and minimises any potential risks to children. Children understand and follow rules she has in place, such as not going on the decking outside. This helps children to learn how to keep themselves safe. The childminder reflects on the overall quality of her setting. For example, she gathers parents' views, including through evaluation forms, to help identify areas to improve. When the childminder works with an assistant, she monitors his practice well.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents when children first start at the setting. She finds out what children can do and already know. The childminder tracks the progress that children make. For example, she completes observations of their play. She keeps parents well informed about their child's development, including through daily diaries and weekly conversations. Children enjoy making their own choices and play with a variety of resources. The childminder models how to do things, such as rolling dough into a ball or making marks with a stamper. Children watch carefully and copy. For example, they attempt to use a cutter to make a shape from the dough. The childminder provides a commentary on children's play, listens carefully and asks questions to help develop their understanding. This helps to promote children's communication, attention and language skills effectively.

Personal development, behaviour and welfare are good

Children enjoy spending time outdoors in the garden. They visit a variety of places in the local area, such as parks and playgroups, and also travel further afield on the train. This helps to promote children's understanding of the world and develop their social skills with others. Children follow the childminder's instructions well. For example, children help to tidy up and wash their own hands before lunch. The childminder encourages children to attempt to put on their own coats and hats. This helps children to develop their independence skills effectively. Children enjoy eating a range of healthy and nutritious meals, and they learn how exercise can help their physical welfare.

Outcomes for children are good

Children make good progress and most are achieving in line with expectations for their age. They are creative, for example they enjoy using glue and a variety of materials to create their own pictures. They use their imagination in play to recreate their own experiences. Children have opportunities to make marks in water, mud and chalk. They enjoy looking at books and listening to stories. Children learn about number, shape and measure through their daily activities and routines. For example, they count how many spoons they have at lunchtime. This helps children to develop key skills in preparation for their future learning and the move on to school.

Setting details

Unique reference number	EY286478
Local authority	North Yorkshire
Inspection number	10069639
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 December 2014

The childminder registered in 2004 and lives in Sherburn in Elmet, West Yorkshire. She operates all year round, from 8am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. She occasionally works with a registered assistant.

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