

Childminder report

Inspection date: 10 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants create a homely environment which supports children's emotional development and well-being. The childminder knows and understands the children and their families, and ensures that their needs are supported. Children are happy, settled, confident and relate well to all adults within the home. The childminder provides children with space to freely access resources, inside and outdoors, where they are able to explore and experiment. The childminder strives to ensure that each child reaches their full potential and is well prepared for school and life ahead.

Behaviour within the setting is good. The childminder has a very positive approach to managing children's behaviour, and all adults within the home provide positive role models. She works closely with parents to ensure continuity, and provides children with praise and encouragement. The childminder provides a wide range of activities that are appropriate for the developing needs of the children. She ensures that there is differentiation in activities for older and younger children. For example, she provides smaller pegs for older children to develop smaller movements, while younger children investigate textures. This ensures that all children are challenged and make good progress.

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

- Partnerships with parents are a strength of the setting. The childminder has ensured that parents feel welcome in her home and are kept informed about every aspect of their child's care and education. Feedback from parents is very positive about the childminder and they share their views through daily discussions. They say their children respond well to the childminder and they are making good progress in her care.
- The childminder reflects on her practice to identify areas to improve children's learning. The childminder monitors the practice within her setting. She ensures that assistants have the opportunity to meet with her on a one-to-one basis, share good practice and monitor children's progress. However, the childminder's continued professional development is not focused closely enough on what will help to further improve her good teaching to the highest level.
- The childminder's sensitive and encouraging approach provides a strong base for developing children's independence and significantly increases their confidence in their own abilities. Toddlers thrive in the care of this nurturing and attentive childminder. For example, children delight as they press buttons to make different sounds on programmable toys and manage to put on their own coats.
- Overall, the childminder and her assistants support children's communication and language development well. They model language for children and encourage younger children to babble and make noise. However, they do not

consistently ask questions that encourage children to build on and extend their ideas and understanding and their problem-solving skills.

- Children have many opportunities to develop an understanding of healthy lifestyles. For example, they benefit from regular activity sessions. Children are animated to complete an aerobic fitness session and most join in enthusiastically. This enables children to understand the impact exercise has on their bodies as they discuss how they feel and the need for fruit to give them energy.
- Children behave well. The childminder sets a good example through her gentle manner towards the children and has high expectations. She explains when behaviour is not appropriate. The childminder teaches children about right and wrong and they independently say 'please' and 'thank you'. Children listen and respond well to the childminder.
- Children have good opportunities to develop their mathematical skills. The childminder skilfully incorporates counting into activities and older children make comparisons in size as they use cutters with dough and then work out which one will fit back into the holes.
- Children have good opportunities and experiences to enhance their learning and understanding of the wider world. For example, they go on walks to local parks and to town to develop an understanding of the community they live in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has very good knowledge and understanding of the various aspects of safeguarding. She ensures that her assistants know and understand their roles and responsibilities to ensure that children are protected and kept safe. The childminder and her assistants access training in order to keep up to date with any changes in legislation. All safety issues within the home are addressed and children develop an understanding of how to stay safe.

What does the setting need to do to improve?

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

- strengthen the already good teaching skills further by consistently asking children questions that encourage them to think, solve problems and give them enough time to form their responses
- focus more precisely on targeting professional development opportunities to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY352865
Local authority	North Yorkshire
Inspection number	10071728
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	5 August 2015

Information about this early years setting

The childminder registered in 2007 and lives in Catterick. 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 three assistants. 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, 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.

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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