

Childminder report

Inspection date: 24 April 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has worked extremely hard to make the improvements needed to raise the quality of care and learning for children. Since the last inspection, the childminder has developed her knowledge and understanding of how to help children make progress across every area of learning. For instance, children thoroughly enjoy being outdoors. The childminder prepares a large tray with water, animals and other resources. Young children learn how to share and copy key words as they explore. Older children use mathematical language as they fill jugs and practise pouring.

The childminder has high expectations for children and helps them to develop social skills and confidence. Young children show an awareness of behavioural expectations. They benefit from the childminder's consistent praise and show that they feel safe in her care. Children run into the childminder's home and wave goodbye to their parents. They begin to explore activities straight away and are confident as they explore. The childminder has developed positive relationships with children's families. Parents say they are very happy with the care their children receive and feel very supported by the childminder.

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

- Children build secure foundations for future learning. The childminder is aware of their individual strengths and focuses her teaching on what they need to learn next. For example, she models new words to toddlers as they play with foam. The childminder supports them to extend their vocabulary and encourages them to 'use their words'. Children begin to use sentences and communicate well.
- Older children are prepared for the next stages in their learning, such as starting school. They demonstrate good levels of concentration during activities and use clear sentences to talk about their interests. The childminder has established good partnerships with schools to help promote continuity of learning.
- The childminder encourages children to develop independence. Young children put on their own wellies and coats to go outdoors. Children make choices about where they want to learn and are confident to tell the childminder. However, opportunities for older children to practise self-care skills are not used frequently.
- The childminder knows how to complete the progress check when children are aged between two and three years. For example, she highlights areas of potential delay in some children's communication and language development, and shares this with parents. The childminder knows how to make referrals if she has concerns about children's development.
- Overall, the childminder promotes children's good health. Children benefit from plenty of fresh air and opportunities to develop their physical skills. However, the

childminder does not consistently provide clear messages on healthy choices, for example when offering sweet treats at snack and juice instead of water.

- The childminder helps parents to feel involved in children's learning. She provides a lending library to encourage stories and reading at home. The childminder provides a range of books and regularly reads to children. This helps them to develop a love of stories and begin to develop their literacy skills.
- Children develop good social skills and self-esteem. They show pride when they receive praise from the childminder and persevere to develop their skills. The childminder regularly takes children on trips in the local community. This helps them to become aware of the world around them.
- The childminder regularly works with an assistant. She considers their well-being and considers any specific risk assessments, for example for expectant mothers and returning to work. The childminder ensures that her assistant is aware of the procedures in the setting and shares information about children's next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe and protect them from harm. She has developed a clear written safeguarding policy which is in line with the guidance from the local safeguarding partners. This means she can report concerns about children's welfare without delay. The childminder recognises signs of potential abuse and has knowledge of a range of safeguarding issues. She ensures that areas inside and outside are safe for children to use. Children learn about keeping themselves safe when they go on walks. The childminder reminds them to take care when using resources and to sit safely on their chairs.

What does the setting need to do to improve?

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

- increase opportunities for older children to practise self-care skills, to further prepare them for starting school
- enhance children's understanding of healthy food choices and ensure that drinks and snacks are consistently healthy.

Setting details

Unique reference number	EY352865
Local authority	North Yorkshire
Inspection number	10266464
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	12
Number of children on roll	4
Date of previous inspection	2 November 2022

Information about this early years setting

The childminder registered in 2007 and lives in Catterick, North Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She is registered to work with assistants.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector, during planned activity outdoors.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder and her assistant's, suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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