

Childminder Report

Inspection date

25 July 2016

Previous inspection date

10 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 is committed to ensuring children in her setting receive high-quality care and education. She has successfully addressed all the actions and recommendations raised at her last inspection and made significant improvements.
- The childminder and her assistant have obtained qualifications in childcare since their last inspection. This has had a positive impact on outcomes for children.
- The childminder and her assistant have a good understanding of how children learn. Observations of children playing help them to plan a wide range of exciting and stimulating activities that suits children's individual needs. Children are making good progress in their learning and development.
- Partnerships with parents are strong. The childminder keeps parents well informed about all aspects of her setting. Parents are invited to share observations of their children's play and experiences from home. They make comments on their children's daily records, helping ensure continuity of care and shared learning experiences.
- The childminder and her assistant are vigilant, consistently keeping children safe and secure. They help children to understand what is expected of them and effectively support them in managing their feelings. Children's behaviour is very good and managed well.

It is not yet outstanding because:

- At times, the childminder and her assistant do not maximise opportunities to help further promote younger children's speaking skills.
- The tracking and monitoring of children's progress are not yet rigorous enough to provide the childminder with precise information to ensure any possible gaps in learning are identified even more swiftly.

What the setting needs to do to improve further

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

- focus more precisely on supporting younger children's speaking skills and help them to make the best possible progress in this aspect of their learning
- monitor children's progress more rigorously to ensure any possible gaps in learning are identified at the earliest stage.

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 discussed aspects of policy and practice with the childminder and her assistant. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of her suitability and that of her assistant.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are both confident in the procedures to follow should they have a concern about a child's welfare. The childminder is up to date with new legislation that affects her practice. She carries out robust risk assessments and daily checks of the premises and outings. This contributes to ensuring that the safe and efficient management of her setting is sustained. The childminder is a reflective practitioner. She has identified priorities to improve her provision. She and her assistant are proactive in seeking ways to improve their knowledge and skills in working with children. Daily conversations between the childminder and her assistant about children's needs and practice contribute to effective supervision and performance management.

Quality of teaching, learning and assessment is good

The learning environment for children is highly stimulating and inspiring. The childminder and her assistant observe children sensitively and respond appropriately, extending their curiosity and learning. Children are able to lead their own play. The childminder enhances the environment to help children make connections in their learning. For example, children take delight in playing and manipulating dough using different resources and materials. Children are encouraged to develop their own ideas and work out ways of using items differently. Younger children find playing with magnetic blocks fascinating. They use trial and error to learn how things work. The childminder and her assistant effectively support children, for example, by modelling and providing explanations. This helps to encourage children to persevere.

Personal development, behaviour and welfare are good

Children are happy, confident and self-motivated as they play inside and outdoors at the setting. They use the ample space and exciting environment well. The childminder and her assistant have strong and secure attachments with all children. Children's physical and emotional well-being are fostered well. The childminder liaises effectively with parents to ensure that all care needs are successfully met. The childminder and her assistant successfully promote independence and children become active learners. Children are encouraged to take manageable risks to help them learn about hazards in the environment. Older children confidently explain what they need to do during a fire drill. Younger children learn to manage different floor levels and surfaces. Children listen carefully to the childminder and her assistant at all times and their behaviour is very good.

Outcomes for children are good

Children make good progress in all areas of their learning and development. They are enthusiastic, demonstrate a good attitude to learning and engage well in activities. Children learn about similarities and differences, gaining a good understanding of the world. Older children are confident communicators who are keen to engage others in discussions. Children enjoy practising their early writing skills and take pride in their own work. They collect their own cutlery and help to set the table for lunch. Children are well prepared for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY419219
Local authority	North Yorkshire
Inspection number	1044116
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	10 September 2014
Telephone number	

The childminder was registered in 2010 and lives in Richmond, North Yorkshire. 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 4 and her assistant holds level 3. The childminder provides funded early education for three- and four-year-old children.

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