

<b>Inspection date</b>	26 January 2015
Previous inspection date	1 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder provides a wide range of purposeful and well-planned activities, which support children to make good progress in their learning.
- The childminder develops effective working partnerships with parents, supporting children's continuity of care and learning.
- Warm, close and nurturing relationships are evident between the children and the childminder. This means that children are happy, behave well and are confident learners.
- The childminder promotes good hygiene routines. Children understand about the need to keep clean and enjoy healthy food and drink.
- The play areas, both inside and outside, are well organised, clean and secure. As a result, children can explore their surroundings freely and in safety.
- The childminder is committed to providing a high-quality service. She values personal development and uses the knowledge gained in training to help develop the children's learning experiences even further.

### It is not yet outstanding because:

- The childminder does not always reflect fully on the purpose and potential learning outcomes of planned activities that she offers.
- The childminder is not always consistent in offering children opportunities to develop their early writing skills and make marks for themselves.

## 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 what the intended learning outcomes are when planning activities and learning experiences, in order to enrich children's learning and development even further
- encourage children to try and make their own marks, for example, when writing their name on pieces of artwork, in order to develop their early writing and build on their already good literacy skills.

### Inspection activities

- The inspector observed activities in the playroom and during snack time.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder throughout the inspection and spoke to children when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of the suitability of household members, the safeguarding policy and procedures, complaints policy and the self-evaluation systems that support the service.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Lois Wiseman

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder offers a broad range of activities and experiences, promoting children's learning and development across the seven areas of learning. She fully understands how children learn and children make good progress relative to their starting points. The environment is appealing and children can access resources easily and independently. The childminder interacts well with children during play activities, choosing a variety of teaching strategies to promote speech and language development. The childminder speaks in a calm and reassuring way. Children listen attentively when stories are shared, responding well to different questions. The childminder does not always fully consider the potential learning outcomes when offering planned activities. Children are not encouraged consistently to make their own marks and extend their early writing skills. Assessments are accurate; children's daily diaries and learning journals provide a documented account of the activities and experiences offered. Strong partnerships with parents mean that children's care needs and achievements are shared, enabling parents to be fully engaged in their children's learning.

### **The contribution of the early years provision to the well-being of children is good**

The childminder understands the children's care needs and interests, offering a home-from-home learning experience. This means that children feel secure and form strong attachments with their peers and other adults. The settling-in process is flexible, meeting the needs of children and families. High levels of health and safety are maintained. Care routines are consistent, enabling children to learn about healthy lifestyles. Children have opportunities to engage in physical play and manage their own risks, both in the garden and on outings. The childminder offers healthy snacks and drinks, promoting organic produce. The childminder is an effective role model, promoting good manners consistently as she plays with the children. Behaviour is managed well, helping children to feel confident and learn about acceptable boundaries. As a result, children develop positive attitudes and social skills ready for their next stage in learning.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has an effective understanding of the learning and development requirements and knows how to keep children safe. Risks are reviewed regularly, helping to keep children safe and secure. The childminder understands her safeguarding duties and has robust procedures in place. Written policies and procedures reflect her dedicated approach to her service. The childminder tracks children's progress well, identifying any gaps in learning. The childminder reflects on her practice, using parents' comments and feedback to enhance her provision. The childminder values training and uses any knowledge gained to extend children's learning experiences. Children's knowledge of the world is further promoted by attending activities and groups in the local community. As a result, children become self-assured and ready for the move onto nursery or school.

## Setting details

<b>Unique reference number</b>	401284
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868934
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 October 2009
<b>Telephone number</b>	

The childminder was registered in 2000. She operates all year round, from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds a qualification at level 3.

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