

# Childminder Report

**Inspection date**

5 May 2015

Previous inspection date

30 September 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

- Children's individual development is monitored and supported successfully by the childminder. Consequently, children make good progress towards their next stage in learning, so they are prepared for their move on to nursery and school.
- The childminder places a high priority to working in partnership with parents. This ensures children settle well and information about their progress and care is shared.
- Children develop good social skills and manage turn taking. This is because the childminder is a good role model and manages behaviour positively. As a result, children develop confidence.
- The childminder has a childcare qualification, and knows the different ways children learn and develop. She uses good-teaching skills. The childminder also plans interesting and appropriate activities for all children in her care to engage them.
- Children are motivated to participate in activities. The childminder helps children to learn through play and real experiences indoors and outdoors. This encourages communication skills and children stay motivated and eager to learn.
- The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She also effectively ensures all regulations are well met.
- Children are safeguarded well, because the childminder understands her responsibility to keep children safe. She recognises the possible signs that children may be at risk from abuse. This means she has a good awareness of child protection procedures.

### It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to encourage children to practise their early writing skills.

## What the setting needs to do to improve further

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

- increase the opportunities to challenge children further, for example, by encouraging them to try and make their own marks to develop their early writing skills.

### Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder and children throughout the inspection.
- The inspector had a tour of the areas used for childminding, including the playroom, kitchen and upstairs toilet.
- The inspector sampled a range of the childminder's documentation, including evidence of suitability, qualifications, policies and the children's learning records.
- The inspector looked at the childminder's self-evaluation form, and took account of the views of the parents through their written feedback.
- The inspector and childminder undertook a joint observation. The inspector also discussed the children's learning while they were engaged in the activities.

### Inspector

Caroline Stott

## Inspection findings

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

The childminder uses good-quality teaching, to help children make good progress in their learning. Children enjoy sitting with the childminder and completing a variety of jigsaw puzzles. Children are eager to show the childminder the different animals made. She sits with them and supports them by introducing names, counting and colours. The childminder gives children time to develop their communication and language skills during conversations. As a result, children show high levels of concentration, and are developing the skills required for their next stage in learning, such as school. The childminder knows the children's interests and incorporates their next steps, into the daily activities planned. Children's development and next steps are shared with parents and other early years settings children also attend. This means information about children's learning and progress is offered to support continuity in their learning. Children use their imaginations as they create a wildlife collage. They discuss the creatures and plants they use showing their understanding of how to care for living things. However, the childminder does not consistently encourage children to make their own marks on their representation.

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

The childminder's home is safe, secure and welcoming. Therefore, this creates a child-friendly learning environment. She has effective settling-in procedures, which help her to get to know children and their families well. Children move around confidently and invite the childminder to join in with their play. This shows children feel safe and secure in her care. As a result, children's physical and emotional well-being is effectively supported. The childminder provides a nutritious range of healthy food options, and children have access to drinks throughout the day. Additionally, they enjoy lots of fresh air and exercise in the garden and on many outings and visits, which supports a healthy lifestyle. The childminder stimulates children's awareness of how to manage risks and stay safe. For example, she teaches children how to cross the road safely, talking to them about looking and listening for cars. This ensures children's safety is fully supported.

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

The childminder holds an early years qualification and is an experienced childminder. She regularly checks the educational programmes to ensure all the seven areas of learning are covered, and identifies gaps in children's learning effectively. This means she is able to support children's learning. The childminder knows her strengths and has a clear plan for further development. She has addressed her recommendations raised at the last inspection and completed an evaluation of her service. The childminder gains parents feedback through questionnaires and references, and they speak highly of the care and support their children receive. She is keen to complete training to improve her practice to a greater level. The childminder has a comprehensive set of policies and procedures, which underpin her good practice.

## Setting details

<b>Unique reference number</b>	401051
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	855400
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 September 2009
<b>Telephone number</b>	

The childminder was registered in 1987. She holds an appropriate childcare qualification at level 3. The childminding provision is known as Little Ducklings. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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