

# Childminder Report

**Inspection date**

8 January 2016

Previous inspection date

30 November 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        |
| 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's quality of teaching is good. She makes the most of opportunities to enhance children's learning further through play and discussions. The childminder arranges activities and experiences, and has high expectations for children's achievements.
- Children are secure, happy and confident to express themselves as there is a warm and welcoming environment. Children are developing good imaginative skills as the childminder encourages them to share their thoughts and ideas. This enables children to make connections in their learning.
- The childminder understands how children learn. She is well organised and undertakes thorough observations and assessments on children's learning. The childminder supports all children to make good progress from their starting points and capabilities.
- There are strong partnerships with parents and others who are involved in the care and learning of the children. This ensures that children receive relevant support and consistency and continuity in their learning and development.
- Children are kept safe in the childminder's care. She has a good awareness of child protection procedures and recognises the possible signs that children may be at risk from harm.

### It is not yet outstanding because:

- Planning is not always sharply focused, resulting in occasional missed opportunities to plan challenging activities linked to individual children's next steps in learning.
- Occasionally, the childminder misses opportunities to extend children's mathematical understanding further to help them count within everyday play and activities.

## What the setting needs to do to improve further

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

- enhance planning, so it is more sharply focused to provide rich and challenging experiences that are precisely linked to children's next steps in learning
- extend children's experiences by engaging them in a wider range of opportunities to promote their mathematical understanding, such as counting within everyday activities and routines.

### Inspection activities

- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also travelled with the childminder to collect children from another setting.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's suitability and the suitability of all people living on the premises.
- The inspector looked at the childminder's self-evaluation form and a selection of risk assessments and policy documents including the safeguarding policy and procedures.
- The inspector completed a joint observation with the childminder. She also looked at the children's learning and development files and children's assessment records.
- The inspector took account of the views of parents by reading their written feedback.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder creates a safe environment for children to play in and supervises them well. She gathers information from parents and other professionals, and offers additional support to help meet the individual needs of children. The childminder is qualified and experienced. She manages her provision well and is committed to the continuous improvement of her practice. The childminder uses networking opportunities and completes regular training that benefits her knowledge and the children in her care. She fully evaluates her provision. The childminder seeks the views of parents to help evaluate her service. Children's learning is well tracked and gaps in their individual development are closing. The childminder ensures that assessments of their progress are shared with parents and where appropriate, other early years professionals. Comments from parents and other professionals are very positive regarding the quality of the childminder's care and individual children's learning.

### Quality of teaching, learning and assessment is good

Children benefit from a wide range of play experiences to support their learning and development. The quality of the childminder's teaching is good. She plays alongside children and uses appropriate questions and explanations to help their understanding. This supports children's language development well. Children sort and categorise items with confidence. This successfully supports their understanding of the world and some early mathematical and problem-solving concepts. Children use their imagination as they play and talk. The childminder builds on what children know as she talks and links to past experiences. This encourages children to answer questions and respond in a range of situations. This shows children listen and understand what others say. Children express themselves effectively. The childminder fosters children's early interest in letter sounds and mark making. This helps to promote children's early literacy skills.

### Personal development, behaviour and welfare are good

The childminder successfully supports children's physical well-being. Effective settling-in procedures help the childminder to gather information about children's care needs, abilities and their individual interests. She creates a stimulating environment where children have a good range of resources to choose from. This helps to motivate children and builds their confidence in the decisions they make. The childminder knows the children well. She effectively fosters their independence and self-help skills. Children are encouraged to manage their own personal needs relative to their age and ability. The childminder ensures children are fully supported to develop good health and hygiene practices. She successfully supports children's understanding of how to keep themselves safe. Children are polite, well behaved and are respectful towards others.

### Outcomes for children are good

All children make good progress in their learning and development based on their starting points. They are acquiring the key skills required for their next stage in learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 401271  |
| <b>Local authority</b>             | North Yorkshire   |
| <b>Inspection number</b>           | 868933  |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 14  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 14  |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 30 November 2009  |
| <b>Telephone number</b>            |   |

The childminder was registered in 1992. 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 qualification at level 3. She provides funded early education for three- and four-year-old children.

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