

# Childminder Report

<b>Inspection date</b>	12 January 2016
Previous inspection date	15 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
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

- Teaching is good as the childminder fully understands how to promote children's learning. She knows how to support children's next steps and offers stimulating activities to ensure that they make good progress.
- Partnerships with parents are good. The childminder keeps them informed about their children's progress. She encourages parents to contribute information about what their children are doing at home, so that she can further support this in her setting.
- Children benefit from a wide range of play experiences to support their learning and development. The childminder fully understands that young children learn at different rates and in different ways.
- The childminder is committed to safeguarding children and protecting them from harm. This provides children with a secure and stable environment so they learn and flourish.
- Children build secure attachments with the childminder. The childminder encourages many settling-in visits. She uses these sessions well to build up a picture of each child. Her skilful interactions support children's motivation to explore and try new things.
- The childminder is committed in her role and strives to improve. She reflects on her provision and identifies key areas for development to move her provision forward. The views of children and parents are listened to and valued.

### It is not yet outstanding because:

- The childminder does not have a targeted programme of professional development in place.
- The childminder does not always maximise opportunities to share information about children's learning and development with the providers of other settings children attend.

## What the setting needs to do to improve further

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

- seek proactive ways to develop professional development and training, to enhance teaching and children's learning opportunities
- build on the partnerships with other early years settings that children also attend to help provide stronger continuity in children's learning and development.

### 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 of the house used for childminding and viewed the rear garden.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of her 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.
- 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 has a thorough knowledge of all aspects of child protection. She carries out regular risk assessments of her home and for outings. The experienced childminder completes the required training, such as paediatric first aid and safeguarding. She has a good knowledge and understanding of the Early Years Foundation Stage. The childminder is aware that to further enhance her practice, there is a need to focus her professional development more and keep knowledge of new legislation and initiatives as current as possible. The childminder undertakes regular observations and assessments and tracks children's progress effectively.

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

The childminder offers a range of interesting activities to support children's learning and development. She demonstrates and models activities, encouraging and motivating younger children's engagement. The childminder gathers information from parents about children's abilities. She uses this to identify their starting points and plan for the next steps in their learning and development. The childminder continually uses her observations effectively to assess children's progress. She ensures that activities offer appropriate challenge to help them make further progress. Children's communication skills are very well supported. The childminder responds to children's different ways of communicating, teaching them new words and talking to them while they play. She uses rhymes and songs well, following and stimulating children's interest further. Younger children show perseverance as they work out how to fit items into containers and trays. This fosters their early problem-solving skills and physical development. Children are keen learners who are interested and engaged in activities.

### Personal development, behaviour and welfare are good

The childminder tailors the settling-in process and visits to suit individual children and their families. She works closely with parents to support children during periods of change in their lives. This helps children to feel emotionally secure. Children settle very quickly with the warm and friendly childminder. Information about care routines and individual needs is shared before children start. The childminder is very responsive to children's needs. She recognises when they become tired and need a cuddle or reassurance. The childminder actively encourages younger children to do things for themselves. Children know to help tidy away the toys after use. This helps them to develop a sense of responsibility. The childminder provides children with a positive role model to follow. She is calm and consistent and gives lots of praise and encouragement. This fosters children's good behaviour and confidence. Resources are freely accessible, even for the youngest children, which encourages them to become increasingly independent.

### Outcomes for children are good

All children make good progress from their initial starting points. Children gain the skills needed for the next stage in their learning and are well prepared for the move on to pre-school or school.

## Setting details

<b>Unique reference number</b>	400821
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868909
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 October 2009
<b>Telephone number</b>	

The childminder was registered in 1996. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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