

# Childminder Report

**Inspection date**

20 April 2016

Previous inspection date

12 May 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 teaching is strong and she has a deep understanding of child development and how children learn. This helps her to plan stimulating and engaging activities, which capture children's imaginations and interests and help them all progress well.
- Children's behaviour is extremely good. They are polite and follow routines very well. The childminder has high expectations of all children and is an excellent role model.
- The childminder is well qualified and experienced. She is committed to continually updating her knowledge and is proactive in seeking out ways to improve her setting. The views of parents and children are sought to ensure that their needs are met.
- Children form very strong emotional bonds with the childminder and they clearly enjoy being with her. There is a real family feel in the setting, which helps children feel safe, comfortable and valued.
- Parents feel well informed and able to support children's learning most effectively at home. The childminder happily talks to parents at drop off and pick up times to share care information and celebrate children's learning and achievements.

### It is not yet outstanding because:

- The childminder has a very good relationship with the local school. However, information sharing to help children continue to make the best progress possible, when they move on from the setting, is not yet fully extended.
- Partnership with parents are highly effective. However, detailed information about children's learning is not gathered from parents when children start in the setting.

## What the setting needs to do to improve further

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

- enhance information sharing with schools, which children attend
- extend opportunities for parents to share more-detailed information about their children's learning and attainment.

### Inspection activities

- The inspector observed children indoors and outdoors and assessed the quality of teaching and learning.
- The inspector completed a joint observation with the childminder.
- The inspector viewed a range of documentation, including policies and procedures, observation, assessment, planning and tracking records, children's records, risk assessments and qualifications.
- The inspector took into account the views of parents.
- The inspector viewed all areas of the setting used for childminding.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder helps children to recognise dangers around them. She uses thorough explanations to ensure that children understand the purpose of rules and begin to assess risks for themselves. The childminder has good safeguarding knowledge. She is aware of the different signs of abuse and knows who to contact if she has concerns about a child's welfare. Detailed observations and accurate assessments are used to track progress and meet gaps in children's learning. Furthermore, if the childminder has concerns about a child's development she is swift to act and works closely with parents to seek professional support, where needed.

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

The childminder provides a range of activities and experiences for children and embraces outdoor learning. For example, children search for tadpoles in a nearby pond and use stones to represent sweets in their role play shop. Communication, language and literacy are supported extremely well. The childminder encourages writing for a purpose and children are excited about the birthday letters they have written to the Queen. This ignites their imaginations further and they create a birthday tea party, complete with conker pie and other forest delicacies. Children talk to the childminder and each other as they play. They are confident communicators, who think deeply and happily share their thoughts and ideas. The childminder takes every opportunity to extend children's knowledge, skills and understanding across all areas of learning, as they play.

### Personal development, behaviour and welfare are good

The childminder warmly welcomes children and their families into her home. She is kind, sensitive and understands and celebrates each child's uniqueness. This helps to build children's feelings of self-worth and well-being. The childminder provides a tailored and flexible service when children first start in the setting. Parents are encouraged to provide detailed information about children's needs to promote continuity of care. This helps children settle quickly. The childminder provides children with healthy and nutritious snacks and drinks. They enjoy regular fresh air and exercise, which enhances their physical development and strength, helping them develop an appreciation of the natural world.

### Outcomes for children are good

Children make good and sometimes outstanding progress. Children with special educational needs are supported extremely well. The childminder ensures that all children are prepared for the next stage in their learning. They understand how to make healthy choices, take responsibility for tasks and manage their own hygiene. Children form good friendships, are considerate to one another, cooperate, share and take turns. These skills help children cope in new social situations and with the demands of school.

## Setting details

<b>Unique reference number</b>	400895
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868912
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 May 2009
<b>Telephone number</b>	

The childminder was registered in 1992 and lives near the village of Glaisdale, North Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children. The childminder supports children with special educational needs or disability.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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