

# Childminder Report

**Inspection date**

9 May 2016

Previous inspection date

17 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 good. She makes effective use of her qualification and knowledge of child development to plan appropriately challenging activities and help all children progress well.
- Children form strong bonds with the childminder, are clearly happy with her and love involving her in their play. She gives children time to fully explore and investigate their surroundings with close supervision to help keep them safe.
- The childminder provides good levels of care in a friendly, homely environment. Children have access to a range of resources, toys, tools and equipment, and experience all seven areas of learning, inside and outdoors.
- Children's behaviour is good. The childminder uses effective and developmentally appropriate strategies to help children understand her expectations and boundaries.
- The childminder takes children to groups and goes on outings in the area. This helps children to develop social skills and an understanding of and pride in their local community.
- The childminder reflects on her practice and makes improvements. She seeks feedback from children and parents as part of this process.

**It is not yet outstanding because:**

- The childminder does not obtain precise information from parents about their child's learning and achievements when they first start attending.
- The childminder is committed to improving her practice. However, recent professional development has focused on meeting statutory requirements, rather than on improving the quality of her teaching to the highest level.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about children's attainment, to plan more accurately and fully promote children's learning from the moment they start in the setting
- strengthen professional development further by focusing more precisely on raising the quality of teaching to outstanding levels, in order to help children make the best possible progress.

### Inspection activities

- The inspector observed children playing and assessed the quality of teaching and learning.
- The inspector viewed the areas of the setting used for childminding.
- The inspector undertook a joint observation with the childminder.
- The inspector viewed a range of documentation, including children's records, risk assessments, policies and procedures, training records, qualifications and suitability checks.
- The inspector spoke to the childminder and children during the inspection.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is able to describe the signs and symptoms of abuse and knows who to contact if she have concerns about a child's welfare. Risk assessments are used to reduce hazards in the setting and on outings. The childminder helps children to be alert to dangers and assess risk for themselves as they play. Parents value the childminder's flexible practice. They appreciate the regular updates she gives them about their children's progress and achievements. This helps parents to support learning at home. The childminder tracks children's attainment over time to help her highlight any gaps in their learning or identify specific needs. She understands the importance of working with other professionals to ensure that children's individual needs are effectively supported.

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

The childminder is experienced and has a good understanding of how to help children work towards their next steps in learning. She observes and assesses children's progress and provides activities reflecting their interests and matched to their developmental needs. The childminder sits with children as they play, using a wide vocabulary to promote communication and language development. This helps children become confident talkers who are keen to share their thoughts and ideas. For example, they excitedly chat to the childminder as they build a train track and explain their decision making. As they make choices the childminder extends their knowledge and understanding with clear explanations and questions to develop their thinking skills. She promotes mathematical development well and encourages children to use numbers and counting for a purpose. Children enjoy selecting stories to read and share with the childminder and their peers. This helps them to develop a desire to read and a love of books.

### Personal development, behaviour and welfare are good

The childminder works closely with parents, when children start in the setting, to help them settle quickly. She collects information about children's care needs and interests and provides activities which engage and appeal to them. Children enjoy the time they spend with the childminder. She is supportive and knows them well. This helps children to feel valued, safe and secure in her care. Children's physical needs are met. They are provided with healthy snacks, encouraged to keep hydrated and have regular fresh air and exercise outdoors. Hygiene routines are promoted and children follow rules and routines very well.

### Outcomes for children are good

Children make good progress across all areas of learning. They are well supported to develop the key skills they need when starting school. For example, children demonstrate good control as they apply glue to collage pictures and write their names. They are active and creative learners who are keen to try new things and persevere when faced with challenges. Children are curious in their play and are confident to develop their own ideas. They enjoy doing things for themselves and helping the childminder with tasks, such as tidying and sorting.

## Setting details

<b>Unique reference number</b>	400899
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1043142
<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 - 11
<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>	17 June 2013
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Ingleton, North Yorkshire. She operates all year round from 7.30am to 6.15pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 2.

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