

Childminder Report

Inspection date

20 July 2016

Previous inspection date

5 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Children have strong bonds with the childminder and clearly enjoy her company. Setting-in arrangements are planned in accordance with children's needs and support their emotional well-being. Children are confident in new situations and are becoming increasingly independent.
- Teaching is good. The childminder has a clear understanding of how children learn and translates her knowledge into practice well. She skilfully interacts to extend children's learning and help them to gain new skills and competencies in preparation for school.
- The childminder models good conversational skills and engages children in meaningful discussion. She asks a good range of questions that helps children to develop ideas and use their thinking skills.
- The childminder has established very strong links with the local school nursery that children attend. She uses highly effective information sharing practices to promote a collaborative approach to children's care and learning.

It is not yet outstanding because:

- On occasion, the childminder does not give children sufficient time to solve problems independently.
- The childminder does not gather detailed information from parents about children's learning at home to complement her good teaching.
- The childminder's programme of professional development does not focus well enough on developing her teaching skills to an outstanding level.

What the setting needs to do to improve further

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

- provide children with more time and opportunities that help them to solve problems independently
- gather more information from parents about children's learning at home and use this to complement teaching
- enhance the programme for professional development and focus more precisely on developing teaching skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at a sample of policies and children's development records and discussed the childminder's plans for improvement.
- The inspector considered the views of parents and children.

Inspector
Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The childminder has worked hard to develop her service and has successfully made the required improvements since her last inspection. She has developed strong working relationships with other early years professionals and welcomes their advice and support. Overall, the childminder effectively reflects on her practice and plans relevant developments to sustain continued improvements. She gathers feedback from parents and children to support her evaluation processes. The arrangements for safeguarding are effective. The childminder is alert to child protection issues and knows the procedures to follow to report concerns. She maintains a safe environment and effectively implements health and safety procedures to ensure that children are protected from harm.

Quality of teaching, learning and assessment is good

Children are eager to learn and enthusiastically participate in a range of challenging activities. They excitedly search for insects in the garden and use magnifying glasses to look closely at what they find. The childminder engages children in purposeful conversation and listens attentively to their response. Generally, she supports children to develop their ideas and answers their questions fully to help them acquire new knowledge. The childminder uses play-based activities to support children to identify written numerals, count and sort. This helps to promote children's mathematical skills. She makes regular observations and uses her findings to plan precisely for children's future learning. The childminder monitors children's progress carefully to ensure that any gaps in their learning are closing quickly. Parents contribute to initial assessments when children first start and are kept well informed of their child's progress thereafter. Additionally, the childminder visits children in the other setting that they attend to gain a deeper understanding of their experiences and learning elsewhere.

Personal development, behaviour and welfare are good

Children benefit from a welcoming and friendly environment. They are clearly relaxed and move freely between the indoor and outdoor areas. Children play cooperatively with the childminder and behave well. They are self-assured and eagerly select resources from the suitable array available to them. Children are physically active and enjoy trips in the local community. The childminder promotes healthy eating and provides parents with information to help them to provide well-balanced packed lunches. This contributes towards supporting children's good health. Children plant and care for vegetables and are looking forward to harvesting pumpkins later on in the year.

Outcomes for children are good

Children make good progress from their starting points. They are articulate communicators who eagerly ask questions to acquire increased knowledge. Children competently count and recognise written numerals. They play imaginatively and introduce storylines into their play. Children are self-assured and demonstrate friendly behaviour to others. They are prepared well for future learning and are developing key skills in readiness for later moves to school.

Setting details

Unique reference number	400864
Local authority	North Yorkshire
Inspection number	1050849
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	5 March 2015
Telephone number	

The childminder was registered in 1999 and lives in Tadcaster, in North Yorkshire. She operates all year round from 630am to 6pm, Monday to Friday except for bank holidays and family holidays.

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