

Childminder Report

Inspection date

26 July 2016

Previous inspection date

10 November 2014

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

- The childminder has successfully addressed the actions raised at the last inspection. She reflects well on all areas of her practice and has reviewed the way she monitors children's progress. This has significantly improved the provision and the outcomes for children. The childminder is committed to the continuous improvement of her provision.
- Children are secure, happy and confident to express themselves. The childminder talks consistently to the children. She encourages them to talk through what they have done and what they are doing. She offers a warm, welcoming and stimulating environment.
- Partnerships with parents are effective. The childminder is committed to working together with them to ensure continuity of care and learning for children. She keeps them well informed through written information and daily verbal communication.
- Children develop secure, trusting relationships with the childminder. Their behaviour is good. The childminder is a good role model and children include her in their play. This inspires their self-esteem and confidence.
- The childminder understands how children learn. She undertakes thorough observations which she uses effectively to assess where children are in their development. Children are keen and motivated to learn. They benefit from a wide range of play materials to support their learning and development.

It is not yet outstanding because:

- The childminder does not make the most of opportunities for children to count in sequence to extend their understanding of number order.
- The childminder does not always give children plenty of time to answer her questions, to fully develop their communication and language skills.

What the setting needs to do to improve further

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

- extend opportunities to develop children's mathematical understanding during play
- strengthen questioning techniques that give children more time to respond and answer.

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 walked with the childminder and children to school.
- 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 planning documentation, children's learning and development files and their assessment records.
- The inspector spoke to a small group of parents during the inspection and took account of their views. She also viewed their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The qualified childminder has completed safeguarding training. She understands the local safeguarding procedures to follow if she has any concerns regarding a child's welfare. She completes risk assessments for her home and outings. The childminder provides parents with a good range of policies and procedures. She carefully checks the identity of any visitors and ensures her home is safe and secure. The childminder reflects on her provision in order to identify potential areas for development. She encourages and values regular feedback from parents. The childminder actively engages with other local childminders and has benefited from recent training and local network cluster meetings. The childminder understands her role in working together with other settings that children attend to complement their learning.

Quality of teaching, learning and assessment is good

The childminder uses observations and assessments of children's learning well. Overall, she identifies their next steps in learning well and builds on their interests when planning play opportunities. The childminder enables children to revisit activities that interest them to help them consolidate their learning. She generally engages them in meaningful conversation and pronounces words clearly to enhance their speech, building on their vocabulary. Her quality of teaching is good. Children use their imagination well and they play with various construction materials, recreating experiences they are familiar with. They confidently sing their favourite songs and enjoy moving in response to their singing.

Personal development, behaviour and welfare are good

Children settle well and freely choose whether they wish to play with the toys inside or outside. They learn to play alongside one another in a kind and respectful way. The childminder sets consistent boundaries that help children to feel secure. She ensures children walk and play safely through thorough supervision and guidance. The childminder effectively involves parents in initial assessments of children's learning. This helps her establish secure starting points for children. Children are actively encouraged to learn about healthy eating. They grow their own produce in the childminder's garden and eat the food when it is ready. Children enjoy using ride-on toys and handle tools confidently. They organise traffic resources and negotiate around these. This helps to develop their physical skills and the ability to move safely in the space around them.

Outcomes for children are good

Children make good progress in their learning from their starting points. They are confident and active learners. Children enjoy expressing themselves through activities that extend their sensory and imaginative skills. They have lots of opportunities to practise their literacy skills. They eagerly draw and discuss their representation. Children make independent choices in their play. They develop good self-care skills. Children behave well and learn to be considerate and polite. They develop good relationships and enjoy strong friendships. Children are developing the confidence and skills they need to support their next stage of learning, such as nursery or school.

Setting details

Unique reference number	EY295121
Local authority	North Yorkshire
Inspection number	1044467
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	10 November 2014
Telephone number	

The childminder was registered in 2004 and lives in Eastfield, Scarborough. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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