

Childminder Report

Inspection date

10 October 2016

Previous inspection date

25 November 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

- Since her last inspection, the childminder has worked hard to successfully address the action and recommendations set and to evaluate her service. For example, she has improved the way she uses information gathered from observations and assessments to provide stimulating activities.
- The childminder is skilful at supporting children's communication and language skills. She talks clearly, listens carefully to children and uses questions to engage them in conversations. Children make good progress in relation to their starting points.
- The childminder provides children with opportunities to develop their social skills and gain confidence with other groups of children. She takes them on a range of outings. This helps children to learn about the wider community and promotes their physical well-being.
- Children have formed secure attachments to the very nurturing childminder, helping to promote their emotional well-being. The childminder successfully includes parents in their child's learning. This helps to provide consistency and a shared approach to children's care and learning.
- The childminder is a good role model and children behave very well. She encourages them to use good manners and take turns as they play. Children learn about why it is important to value each other's differences.

It is not yet outstanding because:

- Occasionally, the childminder solves problems for children without encouraging them to think about and find their own solutions.
- The childminder has not thoroughly focused professional development opportunities on raising the quality of teaching.

What the setting needs to do to improve further

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

- enhance teaching skills and provide children with greater opportunities to think about and solve problems for themselves
- strengthen systems for identifying professional development opportunities that raise the quality of teaching even higher.

Inspection activities

- The inspector viewed all areas of the childminder's home that are used by the children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed an observation with the childminder.
- The inspector looked at policies, children's assessment records and a range of other documentation, including the childminder's self-evaluation.
- The inspector took account of the views of parents through written feedback.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is clear about the steps to follow should she be concerned about the welfare of a child in her care. In addition, she conducts regular risk assessments of her home and before outings and has thorough policies and procedures in place. The well-qualified childminder has a good understanding of how children develop. She quickly identifies any concerns about their learning and provides additional support. The childminder has established positive partnerships with parents. She gathers a comprehensive range of information from them when children first start. She keeps parents well informed and provides feedback about how well their children are progressing in their learning and development. Parents are very complimentary about the childminder's ability to teach and care for their children.

Quality of teaching, learning and assessment is good

The childminder, overall, uses her knowledge about child development well to promote children's learning in all areas. She observes children to identify what they can do and what they need to learn next. She knows what interests individual children and uses this to plan challenging learning experiences. Children enjoy making marks, role play and singing songs. These help to extend children's creative skills. The childminder encourages children to access and enjoy a range of high quality and attractively presented texts, reflecting their interests. This helps children develop an enjoyment for books and a desire to read. Children enjoy role play in the play kitchen and their learning is enhanced with items, such as extra pots, pans and pretend food, to further support their imaginations. Children are encouraged to develop an understanding of mathematical concepts. For instance, when they use puzzles, the childminder helps them to find out where the pieces fit.

Personal development, behaviour and welfare are good

Children are very happy, settled and keen to play and learn. The childminder arranges effective settling-in sessions to meet their individual needs. She gives frequent praise and encouragement to children. This helps them to feel emotionally secure. Children have many opportunities to extend their self-care skills and consistently manage their own personal care routines. For example, they wash their hands and butter their toast at snack time. Children benefit from many opportunities to be physically active and enjoy the fresh air and exercise in the garden. This helps them develop their physical skills. The childminder makes good use of opportunities during children's play to teach them about people beyond their immediate family. Resources and activities reflect and value the diversity of children's backgrounds and experiences.

Outcomes for children are good

Children are developing a range of skills and knowledge in preparation for their next stage in learning and development, such as nursery or school. They are confident and show that they are motivated to learn. They make their own choices in play and enjoy exploring and learning independently. Children learn to identify colours, numbers and shapes as they play. They are working comfortably within the range of development typical for their age.

Setting details

Unique reference number	401298
Local authority	North Yorkshire
Inspection number	1058156
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	25 November 2015
Telephone number	

The childminder was registered in 1988 and lives in Harrogate, North Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The setting provides funded early education for three- and four-year-old children.

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