

Childminder Report

Inspection date

7 March 2017

Previous inspection date

12 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder has worked hard to address weaknesses identified at the last inspection. She has reflected on these weaknesses and embraced support from other professionals. This has helped to develop the childminder's confidence and raised standards in all aspects of her provision.
- Relationships in the setting are good. Children are pleased to see the childminder who greets them warmly as they come out of school. Children show kind and caring attitudes. Older children help younger children, giving them ideas about how they could do things.
- Children develop good levels of concentration, motivation and cooperation, overall, as they take part in activities they choose for themselves. They spend sustained periods of time playing memory games, drawing pictures and designing logos linked to work they are doing in school.
- The childminder has developed good relationships with the host school. She asks teachers for updates on children's progress. This helps her to know and understand what children's strengths are and any areas for development.
- The childminder has developed good relationships with parents and they know that their children are happy in the setting. The childminder encourages children to tell parents information from school, in particular to celebrate children's successes and achievements.

It is not yet outstanding because:

- The childminder has not fully developed effective ways for parents to give their views and opinions of the setting.
- Sometimes the childminder does not fully support the youngest children to learn that they have to wait their turn in conversation.

What the setting needs to do to improve further

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

- develop more effective ways for parents to share their views and opinions of the setting and support the childminder's continued improvement
- support the youngest children and help them fully understand the importance of waiting and taking turns in conversation.

Inspection activities

- The inspector viewed the areas of the home used for childminding purposes.
- The inspector observed the quality of interactions on the way home from school and during activities indoors.
- The inspector evaluated an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures and checked for any changes to the information held by Ofsted about adult household members.
- The inspector took account of the views of parents provided through written feedback and one spoken with during the inspection.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has completed recent safeguarding training which has helped to refresh her knowledge, understanding and practice. For example, she has good understanding of possible signs and symptoms of abuse. She now has full understanding of the local pathway to follow if she has concerns about a child's welfare. Procedures are in place to ensure children's safety and well-being are maintained. Risks in the environment are recognised and minimised. For example, external doors are locked to ensure that children cannot leave the premises unsupervised. Medicines are stored securely out of children's reach and administered following safe practices. The childminder has welcomed support provided from her local authority adviser. She has embraced ideas for improvement positively and this has led to good outcomes for all children.

Quality of teaching, learning and assessment is good

The childminder's interactions with children are good. She listens carefully to what they say and answers their questions. For example, children explain to the childminder their routine at the end of the school day. The childminder listens and then involves older children in the conversation. Children are settled and confident as they talk and interact with others, overall. This fully supports their communication and language development. The childminder has good knowledge and understanding of what children are learning at school and how she can support future learning. This helps her to fully support their progress during play and activities. For example, children talk about learning to spell words. Young children demonstrate their good literacy skills as they say each sound in order and spell simple words, such as jug. They show that they feel proud of their achievements and this helps to boost their self-esteem and confidence further. The childminder supports children's knowledge of the living world. Children talk about caring for plants and their understanding of what they need to grow.

Personal development, behaviour and welfare are good

The childminder creates a warm, friendly environment. Children show that they feel at home and emotionally secure. They laugh and have fun enjoying the childminder's company and each other's. They show that they are very familiar with the environment and notice when the childminder makes changes. This prompts discussion about the childminder's family and children show interest in the world around them. Children collect the resources that they need and engage in meaningful activities. Their behaviour is good. They follow established rules and boundaries. These measures help to keep children safe from harm. Furthermore, this helps to develop children's understanding of potential dangers, such as from increased traffic on the walk home from school. The childminder promotes healthy lifestyles in a range of ways. Children enjoy fresh air and exercise on the daily walk to and from school. The childminder provides healthy snacks and drinks, such as grapes and water. She encourages children's developing independence and confidence in managing their personal hygiene needs.

Setting details

Unique reference number	401345
Local authority	North Yorkshire
Inspection number	1076666
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	8
Number of children on roll	8
Name of registered person	
Date of previous inspection	12 October 2016
Telephone number	

The childminder was registered in 1989. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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