

# Childminder Report

**Inspection date**

27 July 2017

Previous inspection date

20 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 is skilled at using questions and conversation to help all children develop good communication and language skills. She models words clearly and slowly, which helps to build on children's understanding.
- The childminder helps children to develop very good problem solving and physical skills. Children show very good levels of concentration and the ability to think critically from an early age. They make good progress and show readiness for starting school.
- Children have developed secure bonds with the childminder and her assistants. The childminder is a very good role model and manages behaviour positively. Children begin to share, take turns and be respectful towards each other.
- Since the last inspection, the childminder has worked hard to enhance the learning environment for children. She provides a range of interesting activities indoors and outdoors which reflects all areas of their learning.
- The childminder works in partnership with parents and other settings children attend, such as school. She shares information about children's achievements with them to promote continuity of care and learning.

### It is not yet outstanding because:

- There are times when the childminder does not ensure her assistants fully promote children's growing level of independence and self-care; for example, during lunchtime.
- The childminder has not yet started to focus her evaluations and support on the impact of her assistants' teaching.

## 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 even more opportunities to further develop their independence and self-help skills
- continue to support assistants to develop their skills and focus this even more sharply on the impact of their teaching for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistants and the children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and her assistants to work with children. She discussed children's learning, assessment and planning with the childminder and her arrangements for self-evaluation.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The qualified childminder has made continual improvements since the last inspection. She gathers verbal feedback from parents and makes changes which meet their needs. For example, the childminder has developed the ways to monitor and share children's progress using trackers which parents contribute to. This has had a positive impact on parents' involvement in their children's learning and has also helped the childminder to focus teaching on areas where children need more support. The childminder supervises her assistants' practice effectively. They have a robust knowledge of how to complete risk assessments and teach children how to keep themselves safe. Safeguarding is effective. The childminder understands her role to protect children from harm and is confident to identify possible signs of abuse and vulnerability.

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

The childminder uses her observations of children's learning to plan and prepare activities which they find interesting and challenging. Young children engage in child-led learning and the childminder helps them to make progress towards their individual goals and next steps. For example, they enjoy exploring the sensory aspect of the coloured rice tray and begin to pour this into the bowls using the spoons. The childminder extends this and talks to them about full, empty, fast and slow. This helps develop early mathematical skills. Older children enjoy describing the features of sea creatures and using water to play imaginatively. The assistant helps children to build on their understanding of the world and they talk about where the creatures might live and the different things they eat. Older children are supported to develop the skills they need to start school. They begin to recognise their own name in print and show enjoyment in the stories enthusiastically read by the assistant.

### Personal development, behaviour and welfare are good

The childminder provides regular opportunities for children to benefit from fresh air and develop their physical skills. Children thoroughly enjoy playing games that involve balancing, running and taking turns. They support each other when they win and when they lose, which helps them to build perseverance and resilience. The childminder provides healthy meals for children and encourages them to develop an awareness of the need for good hygiene. Children are happy and settled. The childminder meets their individual care needs, promotes inclusion and follows routines from parents. For example, the youngest children are provided with time to rest after their lunch. This helps to promote continuity and has a positive impact on children's well-being.

### Outcomes for children are good

Children make good progress in relation to their starting points. Older children are confident and develop very good social skills. Young children show they feel safe as they explore the environment with interest. Children are enthusiastic to join in with new activities and show enjoyment in their learning.

## Setting details

<b>Unique reference number</b>	401024
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064144
<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>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 August 2013
<b>Telephone number</b>	

The childminder registered in 1996 and lives in the Woodlands area of Scarborough, North Yorkshire. She operates all year round, Monday to Friday, from 6.30am to 6pm, except for family holidays. The childminder has a childcare qualification at level 3. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store St  
Manchester  
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