

# Childminder Report

## Inspection date

2 August 2017

Previous inspection date

16 December 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 qualified and experienced. She has a thorough understanding of the early years foundation stage and the quality of her teaching is consistently good. This helps children to make good progress in all aspects of their development.
- The childminder consistently supports babies and young children to develop good foundations for future learning. She models clear language to them and helps them to develop their physical skills, such as walking and feeding themselves.
- The childminder is an excellent role model for children. She uses effective amounts of praise and has high expectations for all children's behaviour. Older children are extremely polite, well mannered and respectful.
- The childminder regularly reflects on and evaluates the impact of her teaching and how well her setting meets children's needs. She gathers feedback from children and parents, which contributes to her plans for continual improvements.
- The childminder has developed good partnerships with parents, other professionals and other settings children attend, such as school. This helps her to promote continuity of learning for children and meet their individual care needs effectively.

### It is not yet outstanding because:

- There are few opportunities for babies and the youngest children to engage in exploration of the outdoor area to help develop their sense of curiosity.
- The childminder has not fully developed ways to gather information about children's home learning. This means some achievements are not included in their assessments.

## What the setting needs to do to improve further

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

- prepare the outdoor environment to help the youngest children to further develop their curiosity, exploratory and investigative skills
- enhance the ways for parents and families to share more information about their children's ongoing learning at home to sharpen assessments of their progress.

### 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 and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder and her self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors the progress children make through her observations of their play and learning activities. She works in partnership with the local authority advisor to access further support to close any gaps in children's learning. The childminder has worked hard to enhance the way she uses information to plan for children's individual next steps. This has had a positive impact on her teaching focus and has helped children to make further progress. The childminder supervises her assistants and ensures they are familiar with the procedures to follow. Safeguarding is effective. The childminder is confident to report concerns about children's welfare. She has a robust knowledge of how to help children develop resilience against extreme views. Older children begin to show awareness of their own and other's safety.

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

The childminder is skilled at following children's lead and enhancing their play. She understands how young children develop and encourages them to make choices about their learning. For example, young children move freely between resources and explore indoors with confidence. The childminder captures their sensory interest in a dough activity and they copy the clear words and actions she models to them. Children are helped to begin to develop their language skills and join in enthusiastically as the childminder begins to sing rhymes and action songs. The childminder understands the importance of teaching older children the skills they need to start school, such as early reading and writing. She has effective ways to share information with parents and teachers about children's learning. This helps to promote continuity for children.

### Personal development, behaviour and welfare are good

The childminder has effective ways to help her get to know children before they start. For example, she gathers information from parents about children's individual care needs and ensures she meets their specific dietary requirements. This helps to promote continuity of care and inclusion. Children have developed secure bonds with the childminder and show they feel safe in her care. For example, she quickly soothes babies when they appear tired. Older children have left feedback for the childminder, such as, 'my childminder is kind and gives me cuddles when I need one'. The childminder promotes the good health and well-being of the children in her care. She provides healthy meals and gently persuades children to try a range of fruit, offering words of praise and support. Children enjoy developing physical skills outdoors and join in with festivals, such as Yorkshire Day. They develop good levels of independence and self-esteem.

### Outcomes for children are good

Children make good progress in relation to their starting points and work within the stages typically expected for their age. They show emerging confidence in their own ability and enjoy being sociable with other children. Young children are keen to try new activities with support from the childminder and persevere to develop their skills.

## Setting details

<b>Unique reference number</b>	401240
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064146
<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>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 December 2013
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Pickering, North Yorkshire. The childminder occasionally works alongside her daughters and husband, all of whom are employed as her assistants. The childminder provides care all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a level 3 childcare qualification. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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