

Childminder Report

Inspection date

2 February 2018

Previous inspection date

7 August 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 quality of teaching is good with outstanding elements. The childminder and her assistant have a very good knowledge of the individual needs and interests of the children in their care. They provide activities that enthuse and inspire children and help them develop sustained thinking and concentration.
- The childminder and her assistant are caring and affectionate and know the children well. They are very attentive to their needs and children look to them for reassurance. They support the children's emotional well-being effectively.
- The childminder excels in developing children's communication and language skills. Young children speak with confidence and listen attentively.
- The childminder has developed strong relationships with parents, overall. She knows the families well and regularly shares resources and gives relevant advice. This helps support consistency in children's care and learning.

It is not yet outstanding because:

- The childminder has not yet established a programme of professional development for herself and her assistant to drive forward future improvements that raise the quality of the provision to outstanding.
- The childminder has not found successful ways to engage all parents successfully in her self-evaluation to identify areas for development.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is sustained and consistently advanced
- enhance the self-evaluation process further and involve all parents more fully in identifying where aspects of the provision can be developed.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and the impact on children's learning and development. The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder and discussed the impact on children's progress.
- The inspector looked at records and documentation, including evidence of the suitability of adults within the home.
- The inspector took account of parents' comments.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a secure understanding of how to keep children safe and protect their welfare. Thorough risk assessments are in place and steps are taken to promote children's safety. For example, all visitors are greeted and the main door is kept locked with the keys accessible. The childminder supports the assistant in her teaching and ensures they have opportunities to discuss information about her role and responsibilities.

Quality of teaching, learning and assessment is good

The childminder helps children to make choices. Children follow their interests and develop their creativity and imaginations using her extensive range of high-quality resources. The childminder demonstrates how to use tools, such as pencils, which children use with great skill. She provides children with clear explanations and suggestions that help them to do things for themselves. The childminder captures opportunities to ignite children's interest in numbers, colours, shapes and measurements. She encourages children to use all of their senses to explore and experiment. The childminder shares her observations of children with parents and she completes accurate assessments that reflect the good progress that children make.

Personal development, behaviour and welfare are good

The childminder and her assistant are good role models and give children gentle guidance and praise. Children are nurtured, happy and respond well to them, following their instructions and demonstrating good behaviour. The childminder is skilled and effective at supporting children's independence and self-care skills. For example, she provides very good support to young children so that they develop the confidence and skills needed to dress themselves independently and tidy up after play. Children have access to outdoor play every day and the childminder uses local amenities, such as parks.

Outcomes for children are good

Children are enthusiastic and motivated learners. They develop a good range of skills and make good progress towards the next stages in their development. Children show confidence as they select resources to support their independent play and enjoy setting themselves challenges. For example, they persevere with the difficult task of solving the problem of how to melt the ice using salt and warm water to free the toy dinosaur. Children concentrate very well and enjoy seeing tasks through until the end.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 401348 |
| Local authority | North Yorkshire |
| Inspection number | 1103784 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 12 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 7 August 2014 |
| Telephone number | |

The childminder registered in 1999. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder works with an assistant who holds a childcare qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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