

# Childminder Report

**Inspection date**

22 February 2018

Previous inspection date

7 October 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		Not applicable	

## Summary of key findings for parents

### This provision is good

- The childminder has addressed the recommendation for improvement from her last inspection. She has created a basket with a range of books to suit the different ages and interests of children. This helps to promote children's reading skills effectively.
- Children have developed close relationships with the childminder. Younger children happily hold the childminder's hand and talk to her about their day at school. This helps to promote the children's self-esteem and confidence successfully.
- The childminder is interested in children's views and is enthusiastic in her approach. Children are keen to join in activities and show good concentration. For example, boys spend long periods of time creating their own models from bricks.
- Parents are happy with the quality of care and learning provided by the childminder. For example, they comment that, 'Children enjoy spending lots of time outdoors being physical and having fun with their friends'. These positive relationships enable strong communication about the children's individual needs and interests.

### It is not yet outstanding because:

- At times, the childminder does not fully explain her expectations to children of what constitutes good behaviour.
- The childminder does not fully promote continuity in children's learning between herself, home and school.

## What the setting needs to do to improve further

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

- promote children's understanding of good behaviour to help them respond to expectations
- strengthen partnerships between the setting, school and home to help promote further continuity in children's learning.

### Inspection activities

- The inspector toured the setting and accompanied the childminder as she collected children from school.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder and held discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as policies and procedures, training records and suitability of those living in the household. The inspector discussed self-evaluation with the childminder.
- The inspector took account of parents' views recorded on the childminder's feedback questionnaires.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a good knowledge of child protection issues. She understands what action to take if she has concerns about a child's welfare. She identifies and minimises possible risks to children in the setting and when on outings. For example, children listen and look for cars attentively while crossing roads on the walk from school. This helps to promote their safety effectively. The childminder reflects on the quality of her service and gathers feedback from parents and children to help her make further improvements. For example, she now collects children from a variety of after-school clubs, following a parent's suggestion. This helps children to take part in a wider range of activities, such as gymnastics. The childminder understands the importance of professional development. Amongst other things, she completes online modules to help update her overall knowledge and skills.

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

The childminder plans activities to follow the children's interests. For example, children plant seeds to grow their own vegetables after talking about foods they like and dislike. Children excitedly watch the soil expand as they pour the water in the pot. The childminder asks questions to extend their understanding of growth. This helps to promote children's understanding of the world effectively. Children enjoy sprinkling the seeds into the pot and the childminder asks them to count how many they have altogether. She encourages them to label their own pots with their name or the type of vegetable. This helps to support key skills for school, such as literacy. Children ask to play age-appropriate computer games. This helps them to develop technological skills in preparation for their future learning. Parents are kept well informed about their child's day, including through daily discussions and photographs sent via text message or email.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy being outdoors. For example, older children play football together at the park, explore the playground and run to chase each other around. Younger children practise blowing bubbles and jump up in the air to pop them. This promotes children's physical well-being successfully. The childminder supports children to take turns and reminds them to use good manners. Children help to tidy up after activities and take responsibility for their own belongings. The childminder supports care routines effectively, such as reminding children of the importance of washing their hands before eating. She encourages children to be independent. For example, she asks them to choose their own fillings and make a sandwich by themselves at tea time.

## Setting details

<b>Unique reference number</b>	401124
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064145
<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>	4 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 October 2013
<b>Telephone number</b>	

The childminder registered in 1993 and lives in Bradley, West Yorkshire. She operates all year round, from 7.30am until 9am and 3.15pm until 6pm on Monday, Tuesday, Thursday and Friday, except bank holidays and family holidays. The childminder has an appropriate qualification at level 3.

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