

Childminder Report

Inspection date

19 April 2018

Previous inspection date

12 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection the childminder has worked hard to address any areas of weakness. She has reviewed how she plans for children, based on her observations and assessments and has now introduced new planning methods. This means that the childminder now provides well-matched activities based on children's interests and next steps in learning.
- Children are clearly happy and comfortable in the childminder's care. She provides a welcoming and safe environment. She builds warm and nurturing relationships with children.
- The childminder works closely with parents to promote continuity in children's learning and care. She uses effective methods to exchange information with them and promote learning at home and in the setting.
- The childminder reflects on her practice well and uses the views of parents and children to plan pertinent developments and improve outcomes. For example, she plans to develop resources in the garden to aid children's climbing abilities.

It is not yet outstanding because:

- The childminder does not always gather detailed information from parents about what children already know and can do when they first attend.

What the setting needs to do to improve further

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

- gather more specific information about children's knowledge and skills from parents when children first attend and use this to establish detailed initial assessments of children's abilities.

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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to identify and report any signs of abuse and neglect. She completes thorough risk assessments to ensure that children are safe in her home and during outings. Well-targeted professional development helps her to effectively understand how to promote children's learning. For example, training has developed her knowledge about how to support any delays in children's communication and language. Parents' feedback is very positive. They say that they are very happy with the encouragement given in all aspects of their children's care, development and learning.

Quality of teaching, learning and assessment is good

The qualified childminder supports all children to make good progress. Resources are easily accessible and developed to meet individual children's curiosities. These help to keep children absorbed and highly motivated. Children access a wide variety of books. They choose a book and happily cuddle up to the childminder to listen to the story. The childminder uses props to support the story and children are highly engaged as they look for the characters. The childminder sings familiar rhymes that further engage them. The childminder is skilled at following children's lead and teaching them through their play. For example, she uses children's interest in the train track to develop their understanding of different sounds. The childminder successfully involves young children in sensory play experiences. For example, they search in jelly for hidden toy animals.

Personal development, behaviour and welfare are good

Children are happy, confident and demonstrate a strong sense of belonging in the warm and welcoming provision. The childminder obtains detailed information about children's care needs on entry. This, along with settling-in arrangements, helps children to settle quickly. The childminder manages children's behaviour positively and teaches them to be respectful of others. Children develop a good understanding of the boundaries that she sets. For example, they enjoy helping to tidy the toys away before getting more out. The childminder teaches children the importance of a healthy diet. They take part in baking activities and learn how to cut up fruit and vegetables safely. The childminder promotes good standards of hygiene, including encouraging children to wash their hands before eating.

Outcomes for children are good

Children acquire skills that prepare them well for the next stage in their learning and move on to school. Younger children lead their own play and demonstrate confidence in playing and exploring. They learn how to follow simple instructions. Older children develop good social skills and become increasingly independent. For example, they put their own coats and shoes on and learn how to use a pencil in the correct grip.

Setting details

Unique reference number	401308
Local authority	North Yorkshire
Inspection number	1107549
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	12 May 2017
Telephone number	

The childminder registered in 2000 and lives in Harrogate, North Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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