

Childminder Report

Inspection date

5 July 2018

Previous inspection date

11 July 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

- The childminder has worked hard to address the actions raised at her last inspection. She welcomes advice and support from the local authority and this has helped her to improve outcomes for children.
- The childminder provides a warm and welcoming environment. Children are relaxed, content and approach the childminder with confidence. They establish positive relationships and secure attachments with her.
- The childminder is a good role model. She uses meaningful praise and reassurance to boost children's self-esteem and promote their good behaviour. Consequently, children behave well and are learning about the importance of sharing, taking turns and being kind.
- Overall, children make good progress in their learning. They are confident, enthusiastic and develop a range of skills and positive attitudes that support their ongoing development.

It is not yet outstanding because:

- The childminder's partnerships with all other settings that share children's education are not fully effective.
- The childminder has not established a highly focused programme of professional development to drive forward the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- strengthen partnerships with all other settings that share children's care and early education
- focus more precisely on developing a targeted programme of professional development to drive the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident about the correct procedures to follow if she has concerns regarding children's welfare. Risk assessments are completed for the home and outings and steps are taken to reduce potential hazards. This ensures children are safe while in the childminder's care. Parents' views about the childcare provision are sought through discussion and written feedback. This contributes to the successful monitoring and evaluation of the provision. Parents speak very positively of the care children receive while with the childminder.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder works with parents to monitor children's progress and identify any gaps in their learning. She then swiftly provides the support they need to help them progress. For example, when some children need a little extra support with their speech and language development, she liaises with parents and addresses this well. She sensitively reinforces the correct pronunciation of words and praises children for their efforts. She observes children as they play so that she knows what will engage and motivate them. For example, cars are added to a sand activity to encourage children to make marks as she knows that this will capture their interest. She uses mathematical language as she plays with children so they begin to understand number, shape and size.

Personal development, behaviour and welfare are good

The childminder takes care to work closely with parents to settle new children into her care. She collects plenty of information from parents to enable her to meet children's needs. Children have daily opportunities for fresh air and exercise. They enjoy being out in the garden and going on exciting outings, such as a 'bear hunt' in a nearby nature area. The childminder meets regularly with other childminders and their children. This gives children the opportunity to experience being part of a larger group in preparation for nursery and school. Additionally, it enables the childminders to share good practice and learn from each other.

Outcomes for children are good

Children are becoming well prepared for their eventual progression to nursery and school. They are confident and inquisitive learners who engage well in activities and show increasing levels of concentration. For example, they become engrossed in one of their favourite stories 'The Gruffalo', and talk happily to the childminder about his 'big teeth' and 'orange eyes'. Children are becoming increasingly competent at doing things independently, such as feeding themselves and putting their hat on to go out in the sunshine. They enjoy practising their number recognition and counting through daily routines and as they play with the plentiful resources.

Setting details

Unique reference number	EY462624
Local authority	North Yorkshire
Inspection number	1110386
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	11 July 2017
Telephone number	

The childminder registered in 2013. She lives in Richmond, North Yorkshire. The childminder operates all year round, Monday to Friday from 7.30am to 6pm, with the exception of bank holidays and family holidays. The childminder holds a qualification in childcare at level 2.

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