

# Childminder report

<b>Inspection date</b>	14 August 2018
Previous inspection date	4 March 2015

<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 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

### The provision is good

- The childminder has worked hard since her previous inspection. She has created an exciting outdoor play area following children's interests in preferring to learn outdoors. The childminder reviews the overall quality of her practice. This helps her to identify and address emerging gaps in her practice.
- Children are confident and demonstrate good levels of self-esteem. They engage well with others and demonstrate very good listening and attention skills. Children form strong friendships with others and develop good social skills. They share and turn takes when playing with toys and resources.
- Children demonstrate a keen interest in stories and rhymes. They join in with repeated phrases from well-loved stories. They learn about the importance of making healthy choices through using resources and think about what foods the character might eat next.
- The childminder completes regular observations and assessments of children's learning. She uses this information to plan for what children need to learn next. The childminder reviews this information and identifies and addresses any emerging gaps in children's progress.

### It is not yet outstanding because:

- The childminder does not gather detailed information from parents about their children's achievements at home.
- The childminder does not always make the most of professional development opportunities to further develop her good practice.

## What the setting needs to do to improve further

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

- strengthen the good partnership working with parents to help gather more information about children's achievements at home, to contribute to ongoing learning
- build on professional development opportunities to astutely focus on raising the quality of teaching to outstanding levels and enhance opportunities to promote children's natural curiosity.

### 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 an 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 and parents during the inspection.

**Inspector**  
Emma Allison

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has implemented a detailed safeguarding policy. This includes the steps to follow in the event of a concern regarding the welfare of a child. Furthermore, the childminder has a good understanding of the procedure to follow in the event of an allegation being made against her or a household member. The childminder encourages children to keep themselves safe. For instance, she helps them to learn the importance of crossing the road safely during walks and outings.

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

Children demonstrate very good creative skills. They create their own role-play scenarios and talk as they play. For example, children inform the childminder that they are taking their dolls for a walk. Furthermore, they pretend to make cups of tea and meals in the role-play kitchen. Children invite others into their games and use mathematical language as they play. For instance, they count the different number of cups and saucers they need for the amount of guests. The childminder uses a good range of questions and encourages children to think about what might happen next, particularly during story times. She models how to use resources for younger children and provides good levels of enthusiasm when children complete their challenges.

### Personal development, behaviour and welfare are good

Children have regular access to physical activities. The childminder takes them on regular trips and outings. For instance, children attend soft play and toddler groups. Children thrive in this inviting setting. They settle very quickly and form close attachments to the childminder. The childminder implements robust settling-in procedures. She gathers information from parents regarding what children know and can already do. This helps her to settle the children in quickly. Children develop very good levels of independence. They learn to put on their own shoes and coats. The childminder encourages children to manage their self-care skills well. Children follow good hygiene practices.

### Outcomes for children are good

Children make good progress. They have regular opportunities to participate in art and craft activities. Children have access to resources, including drain pipes and water trays, where they watch running water and make predictions in their learning. Children have good opportunities to develop their thinking skills. They are equipped with the key skills needed for future learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	504070
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10059965
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	4 March 2015

The childminder registered in 2001 and lives in Hutton Rudby, North Yorkshire. She operates all year round, from 6.15am to 8pm, Monday to Friday, except bank holidays and family holidays.

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