

Childminder report

Inspection date	17 September 2018
Previous inspection date	19 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 extremely hard to improve the quality of teaching and outcomes for children. Since the last inspection, the childminder has enhanced partnership working with other professionals, which has helped her to develop assessments of children's progress.
- The childminder is skilled at following children's interests and prepares activities, which they find enjoyable and stimulating. This helps children to make good progress in all areas of their learning, overall.
- Older children begin to develop the skills they need in preparation for starting school. They show very good awareness of different mathematical concepts, such as using size language and counting in sequences.
- The childminder recognises the importance of getting to know babies before they start. She provides flexible settling-in sessions and asks parents to provide information about children's individual routines. This helps to promote partnership working with parents and continuity of care for children.
- The childminder promotes children's positive behaviour and has clear, consistent boundaries for them to follow. Older children show genuine care towards babies and are extremely well-mannered.

It is not yet outstanding because:

- The childminder does not fully sharply focus her teaching to help children to make rapid progress towards their individual goals during their play and exploration.
- The childminder has not fully developed ways to gather feedback from parents and children to help her continue to drive improvements forward.

What the setting needs to do to improve further

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

- sharply focus on children's next steps through their self-chosen learning and play to help them make rapid progress
- gather feedback from parents and children to help evaluate the overall effectiveness of the setting and continue to drive improvement. forward.

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 spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The childminder shows dedication and commitment to making improvements to her practice. For example, she has improved her knowledge of how to promote young children's learning and enhanced assessments so they show a clear picture of their stages of development. This has helped the childminder to plan interesting and stimulating activities for children to make good progress. Safeguarding is effective. The childminder has clear procedures to follow if she has concerns about children's welfare. She is aware of the potential signs of extreme views and teaches children how to keep themselves safe. The childminder regularly attends network meetings with other professionals to help maintain her skills to work with children and share good practice. She understands the importance of working in partnership with other settings children attend, such as sharing information with schools.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children and prepares the environment effectively to help develop their enthusiasm to learn. For example, older children are eager to try the planned activities outdoors, which link to a recent trip to the farm. The childminder extends their mathematical skills and helps them to develop their imaginative play as they use the ducks to count and 'swim' in the water area. Babies thoroughly enjoy the sensory den indoors and the childminder models words to describe the textures they can feel. This helps them to develop their communication and language skills. The childminder has developed her observations of children's learning and shares these regularly with parents. This helps parents to be involved and they contribute to the progress assessments. The childminder uses her assessments to monitor the progress children make and plan the next steps for their learning, overall.

Personal development, behaviour and welfare are good

Children have secure bonds with the childminder and show they feel safe in her care. They show good levels of self-esteem and confidence. The childminder provides good standards of care for babies and recognises when they are tired. She ensures they are comfortable and responds to their individual needs effectively. This has a positive impact on their emotional well-being and promotes inclusion. Older children are supported sensitively to begin to use the toilet and practise good hygiene routines, such as hand washing. This helps them to begin to be independent and take an active part in their own self-care. The childminder encourages children to enjoy fresh air and exercise outdoors on a daily basis.

Outcomes for children are good

Children work comfortably in the stages of development typical for their age and older children show very good mathematical skills. Babies are confident to explore their environment and show good levels of independence. Children have good social skills and show kindness towards each other. They seek the childminder's interaction during their play and regular praise helps them to stay interested in their learning. Children are willing and eager to try new activities, which are thoughtfully based on their current interests.

Setting details

Unique reference number	401304
Local authority	North Yorkshire
Inspection number	10068215
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 July 2017

The childminder registered in 1996. She lives in central Scarborough, North Yorkshire. The childminder operates all year round, Monday to Friday, from 7.15am to 6pm, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

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