

Childminder report

10 Tentergate Gardens, Knaresborough, North Yorkshire HG5 9BL



Inspection date	11 October 2018
Previous inspection date	2 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 a good knowledge of children's development and how they learn. She makes detailed observations of their learning and development and plans interesting activities that support children to make good progress.
- The childminder promotes children's mathematical learning well. For instance, she takes opportunities that arise to help children to count, compare size and identify shapes.
- The learning environment is well organised and has a range of toys and resources for children to explore. Children are able to make choices and develop their independence as they play. For example, they select clothes for the dolls and play imaginatively.
- Children make good progress. They are engaged and motivated. They concentrate well and demonstrate good levels of perseverance.
- Children behave well and demonstrate good manners. The childminder has clear behavioural expectations which children consistently follow. For example, they politely ask to leave the table after mealtimes.

It is not yet outstanding because:

- The childminder's professional development activities are not highly focused on raising the quality of teaching and learning 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:

- extend the system for professional development to include opportunities to enhance good practice and fully support children to reach the very highest level of achievement.

Inspection activities

- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through written feedback provided.
- The inspector had a tour of the areas of the home used for childminding purposes.

Inspector

Sian Marsh

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is alert to the possible indicators of abuse and neglect. She knows exactly what action to take if she has any concerns about children's welfare. Her home is safe, secure and hygienic. The childminder works closely with another childminder in the local area. For instance, she moderates her observation and assessment judgements with her colleague using an online system. The childminder meets regularly with school staff to exchange detailed information about children's achievements and ongoing learning needs. These effective information sharing practises promote continuity and enable the childminder to complement children's learning successfully.

Quality of teaching, learning and assessment is good

The childminder is skilled at playing alongside children and following their interests. Children are keen to learn new things and involve the childminder in their play. For example, they seek her help when dressing and undressing dolls and talk to the childminder about how they will feed them. The development of children's communication and language skills is promoted well. Children talk enthusiastically about what they are doing and are confident in asking for additional resources if needed. The childminder models language well emphasising key words and extending their vocabulary. Children are determined and motivated learners. Children's physical skills are developing well. For example, they show good hand-to-eye coordination as they use small utensils to prepare their own lunch.

Personal development, behaviour and welfare are good

Children develop warm, trusting relationships with the childminder. She is calm, patient and caring in her approach and acts as a good role model. Children's emotional well-being is promoted effectively. The childminder supervises children vigilantly and supports their good health effectively. For instance, children understand that they need to wash their hands before they eat. The childminder has good routines in place. For example, children help to tidy up before getting something else out to play with. The childminder takes children to many local groups in the area which support them to play and learn as part of a larger group.

Outcomes for children are good

Children learn a wide range of skills which prepares them well for the next stages in their learning and starting school. They learn to concentrate and follow instructions. Children make friends, play cooperatively and learn to share and be kind to each other. Children develop an understanding of the importance of regular exercise and healthy food.

Setting details

Unique reference number	401010
Local authority	North Yorkshire
Inspection number	10065120
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	2 July 2015

The childminder registered in 1989 and lives in Knaresborough. She operates term time from 7.10am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

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