

Childminder report

Inspection date: 12 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's setting is welcoming and homely. Children move confidently and independently around the space, accessing toys and activities the childminder provides for them. They ask for resources which they cannot access themselves without assistance. Relationships between the childminder and children are warm and caring. Children seek reassurance from the childminder if they need it, and the childminder responds affectionately. Children demonstrate they are happy as they hum and sing while engaged in their play.

The childminder knows the children very well because she spends time observing and assessing their capabilities as they play together. She shares and listens to information about children when communicating with parents. This is either through discussions or the daily diaries she keeps for the younger children. When children also attend another early years provision, the childminder supports effective partnership working. This ensures children feel secure as they move between settings.

Parents speak very highly of the childminder, attributing children's progress to her caring and educational provision. The childminder offers advice and support to parents about how they can support children's progress at home. Some families have used the childminder's provision continuously in excess of 10 years, because they are very happy with the service she provides. Children spontaneously state, 'It's good here!'

What does the early years setting do well and what does it need to do better?

- The childminder identifies what children know and can do. She measures their development and uses this information to tailor activities that meet their needs and help them to make good progress. The childminder plans purposeful play activities to teach children and to ensure what they have learned is remembered. These are appropriate to their level of understanding. For example, as children enjoy threading cotton reels and buttons onto laces, the childminder encourages them to count and to recall shapes and colours. This promotes their understanding of basic mathematical skills.
- The childminder uses songs, rhymes and books to promote children's early literacy and their speech and language development. Children remember the names of favourite characters in stories, and they point out the lava and the volcano in a non-fiction book. On occasion, the childminder asks the children questions without giving them sufficient time to consider a response.
- Children are encouraged to independently solve problems they encounter. For instance, children ask the childminder to separate two different-coloured pieces of dough which have been mixed together. The childminder encourages them to

think about how this could be achieved. Consequently, children persevere using a knife to cut small pieces away from the larger ball.

- When children are identified with special educational needs and/or disabilities, the childminder works alongside parents and other professionals. This ensures all children are able to access the provision, and their individual needs are understood and met effectively by the childminder.
- Children are very well behaved. They understand the expectations the childminder has for their behaviour, and they respond well to any requests she makes which remind them of these. They understand the concept of fairness, and share and take turns with one another effectively. Children demonstrate a caring attitude towards one another. For example, as one child stumbles, another checks they have not hurt themselves.
- The childminder has well-established routines, and children know what is coming next. The childminder gives fair warning to children for any necessary interruptions to play. She encourages children to be independent and only gives assistance which is absolutely necessary. For example, children persevere to put on their own outdoor clothing, even if that means their first attempt is unsuccessful.
- Through her own reflections about the quality of her setting, the childminder is able to identify key strengths and some areas she would like to develop further. However, she does not use feedback from children or parents when making these decisions. Neither does she always consider the impact for children of any improvements she is considering. Nevertheless, the childminder keeps her knowledge and understanding up to date by accessing appropriate professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses training opportunities which develop her knowledge of how to identify children who may be at risk of abuse or neglect. She explains how she would ensure appropriate and timely referrals are made in order that children receive the help they may need. The childminder describes how she would effectively manage any allegations made about herself or other adults that have contact with children in her setting. She is aware of how to keep children safe when using the internet and has put appropriate measures in place for the promotion of e-safety.

What does the setting need to do to improve?

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

- strengthen the use of questioning, making sure children have sufficient time to consider their responses

- enhance the self-evaluation process, making sure that this links to continuous improvement of children's outcomes.

Setting details

Unique reference number	401271
Local authority	North Yorkshire
Inspection number	10072898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 15
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 1992. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Goodger

Inspection activities

- The childminder described how she plans what to teach children in her setting, and how she does this.
- The inspector observed the experiences for children attending the setting, and spoke to them about what they enjoyed doing.
- The inspector took account of parents' views of the setting by reading their written feedback.
- The childminder and the inspector jointly evaluated the effectiveness of an activity the childminder provided for the children.
- The inspector and the childminder discussed the childminder's leadership of her setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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