

Childminder report

Inspection date: 17 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the childminder's care. Parents comment that their children are really excited to see the childminder. Children happily play with their friends. Older children encourage younger children to play with them. They demonstrate that they feel safe as they approach visitors to the setting with confidence and explain how they are making 'stars'. The childminder is keen to provide children with experiences outside of her home. She confidently articulates the learning that takes place from the various outings she organises. Parents like the educational outings she plans. Children behave well. The childminder helps children to learn the importance of sharing toys and resources. For example, she explains to older children how others feel when they take toys off other children. She reminds them to ask if they can have a turn to use resources. She plans activities and resources to encourage children to talk about their emotions.

Parents are happy with the progress their children make. The childminder maintains a good overview of what children are learning and what they need to learn next. She now needs to ensure that she builds on this to raise children's achievements even further.

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

- Children have an excellent relationship with the childminder. Younger children regularly run to the childminder for reassurance and cuddles. They snuggle up close to her and thrive on the reassurance that she offers them. Parents of older children comment that children are so keen to arrive at the childminder's setting that they rarely wave them goodbye.
- The childminder carefully plans the experiences she offers children. Children enjoy the various trips out that they go on with her. For example, they visit local nature reserves, museums and local farms. This helps to support children's learning across the curriculum. The childminder plans activities indoors to support all areas of learning. However, she does not consistently provide the highest level of support and challenge when supporting children's play and learning. For example, she misses opportunities to build on what children need to learn next.
- Children concentrate well. Older children are highly engaged as they make 'cakes' in the sand. They scoop the sand to fill the container and carefully mould and press the sand against the edges. Younger children enjoy building towers with blocks. They focus intently as they explore how they can stack the different-shaped blocks on top of each other.
- The childminder speaks clearly and comments on what children are doing. She asks questions and listens carefully to older and more-confident children to extend their communication and conversation skills. However, the childminder

does not consistently adapt her language when talking to younger or less-confident children to help them make the same rates of progress.

- Children have a good understanding of how they can keep themselves healthy. They explain to others that they must wash the dirt off their hands before eating. The childminder promotes healthy eating and encourages children to try different fruit. Children enjoy plenty of fresh air and exercise. They visit the local parks, and go for woodland and river walks.
- The childminder has developed highly effective strategies for working in partnership with a range of professionals, including teachers from the local nursery and healthcare professionals. The childminder is proactive in working with speech and language therapists and portage workers to establish a consistent approach to supporting children's care and learning.
- The childminder has an excellent relationship with parents. She has recently reviewed how she works with parents to ensure that methods of communication support children and families. Parents feel that they are very well informed about what their children have been doing. They speak highly about the advice and support the childminder gives them.
- The childminder has a good attitude to developing her own knowledge and skills. She works with local childminders to arrange relevant training. Recent training has helped to confirm her understanding of the skills children need, in preparation for school. She shares this information with parents to strengthen their understanding too.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. Her home is safe and well maintained. The childminder takes effective action to ensure any hazards to children are minimised. She has effective procedures in place to ensure children's safety. The childminder ensures training, including first aid, is kept up to date. She has good procedures for responding to any accidents and injuries and informing parents.

What does the setting need to do to improve?

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

- provide consistently high levels of support and challenge indoors and raise children's achievements to an even higher level
- adapt language more effectively when talking to younger or less-confident children to help them to rapidly develop their language skills.

Setting details

Unique reference number	401325
Local authority	North Yorkshire
Inspection number	10117299
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 1992 and lives in Richmond. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

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

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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