

Childminder report

Inspection date: 4 February 2020

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 has a clear understanding of how to promote children's development across all seven areas of learning. She effectively builds on what children already know and can do to support them to make good progress. For example, younger children show engagement and motivation as they develop their imagination when filling up their basket with the items from their shopping list. Older children extend their mathematical skills during role-play activities. They identify numbers and quantities when using play money to pay for their shopping at the till. The childminder actively encourages parents to contribute information from home to support their children's future learning, such as through the use of an activity booklet.

Children take part in activities such as self-registration on arrival at the setting to foster their personal, social and emotional development. Resources are easily accessible to enable children to make their own choices and decisions about their play and learning. The childminder provides children with numerous opportunities to enhance their physical skills while using larger play equipment, including accessing the dedicated soft play room in her home. She confidently talks to children about acceptable behavioural boundaries to help them to recognise the difference between right and wrong.

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

- The childminder creates a welcoming and stimulating environment. Children form positive relationships and happily explore the space on offer to them. The childminder implements gradual settling-in procedures for new children. This helps them to settle quickly and feel at ease in her care from the outset.
- Children explore festivals from around the world with the childminder to learn about culture and diversity. Furthermore, younger children eagerly use small-world resources and begin to act out their own stories with circus themed figures and animals. These experiences support children to gain a good understanding of the world.
- The childminder continuously talks to children to increase their use of vocabulary. She encourages them to recall real-life experiences, such as going shopping with their families, and listens well to their responses during conversations.
- Older children participate in mark-making activities with a wide selection of materials to further their early writing skills. The childminder uses books to link with children's play to support their interest in stories. Children start to understand the importance of healthy eating and making good food choices while participating in a shopping game.
- The childminder meets regularly with other childminders to help children to build

their self-confidence with their peer group. She is fully aware of children's individual care needs, such as allergies and medical requirements.

- Children learn about how and why things work. For instance, the childminder supports them to operate technology resources. Children thoroughly enjoy listening to their favourite songs and make movements with their bodies to the music. This helps to promote their expressive arts and design skills.
- The childminder attends mandatory training to fully meet legal requirements, including child protection and paediatric first aid. However, she has not maximised her professional development opportunities to consistently enhance her knowledge and extend her teaching skills to an even higher level. In addition, the childminder has not fully embedded self-evaluation into her daily practice to secure even better outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder comfortably identifies the four categories of abuse and shares examples of what would give her cause for concern. She supervises children well and reinforces safety boundaries during their activities. The childminder carries out risk assessments to make sure her premises are secure at all times. Furthermore, she ensures children's safety is maintained as they play and when taking part in outings, including visits to toddler groups and the library.

What does the setting need to do to improve?

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

- make the best use of professional development opportunities so that they are focused on continually raising the quality of teaching
- embed self-evaluation systems to precisely recognise strengths and priorities for improvement to achieve even higher outcomes for children.

Setting details

Unique reference number	401140
Local authority	North Yorkshire
Inspection number	10065123
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	4
Date of previous inspection	10 September 2015

Information about this early years setting

The childminder registered in 1989 and lives in Scarborough, North Yorkshire. She operates all year round, from 7.30am to 6pm, 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

Rachel Enright

Inspection activities

- The inspector carried out a learning walk with the childminder to discuss how the early years provision is organised.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector observed the quality of teaching during play opportunities and assessed the impact this has on children's learning.
- The childminder spoke with the inspector at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of documentation, including policies, procedures and training certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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