

Childminder report

Inspection date: 5 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 good knowledge of how to promote children's development. This supports children to progress well across all seven areas of learning. The childminder aims to help children to reach their full potential and give them the best start in life. Overall, she has high expectations of children and treats them as unique individuals. For example, children develop their problem-solving skills and become resilient learners while they use construction materials to build various models and structures. They listen carefully to suggestions from the childminder when they encounter difficulties in their activities.

Children are confident to play independently and the childminder joins in sensitively at appropriate times. They comfortably access the vast range of age-appropriate resources on offer to promote their all-round development. The childminder works closely with parents in relation to behaviour management, to support children to fully understand acceptable rules and boundaries. Children demonstrate pride in their own accomplishments and appreciate receiving praise from the childminder. They are well prepared for their future moves on to nursery. For instance, the childminder provides children with opportunities to familiarise themselves with school surroundings and make relationships with teachers when attending community groups.

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

- The childminder has a secure awareness of children's next steps in learning. She uses this information efficiently to support her future planning of activities. The childminder frequently observes children to highlight their achievements and monitors their ongoing progress from their starting points.
- Children thoroughly enjoy helping the childminder to care for and look after her pet animals. The childminder supports children to learn about people who help them. For example, they explore their different job roles as they play with small-world figures. These learning experiences foster children's understanding of the world.
- The childminder reflects on her daily practice and identifies ways to continually improve the quality of her provision. Although the childminder attends mandatory training, she does not target her professional development opportunities to enhance children's future outcomes to an even higher level.
- Children develop their interest in literacy. They capably start to recall parts of the book as they talk about what they can see in the pictures while enthusiastically telling the story to the childminder. In addition, children concentrate well and extend their early writing skills during mark-making activities.
- The childminder organises group activities alongside another childminder to

enable children to interact with peers of their own age. Children acquire good social skills and manage their own personal care needs effectively, including toileting and handwashing.

- Children are self-assured and respond well to the childminder as she models and demonstrates positively to them during activities. They clearly feel safe and secure in the childminder's care. This makes a good contribution to their emotional well-being.
- The childminder provides a running commentary to children, models language and correctly pronounces vocabulary to increase their communication development. However, on occasions, she does not give children sufficient time to respond to questions, to consistently extend their thinking skills.
- Children are supported well to enhance their mathematical development. The childminder discusses simple concepts as children play, to build their knowledge of size, shape and number. For instance, children competently practise their counting skills from one to 10 while using a number mat.
- Parents are complimentary about the childminder and her service. They make comments such as, 'My child loves spending time with the childminder as it is like a second home to her.' The childminder engages parents in daily communication to create a consistent approach to their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to protect children's welfare. She fully understands which external agencies to contact if she has any concerns relating to abuse or neglect. The childminder completes risk assessments of her premises and takes any necessary action to safeguard children's health and safety. All required documentation, including attendance registers, is completed to a thorough standard. Children have regular opportunities to be physically active and extend their risk taking. For example, the childminder involves them in outings to the local park and soft-play venues and when they take walks along the river.

What does the setting need to do to improve?

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

- target professional development opportunities to help raise the quality of teaching and learning to an even higher level
- provide children with enough time to respond to questions and promote their thinking even further.

Setting details

Unique reference number	123944
Local authority	North Yorkshire
Inspection number	10072347
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 July 2016

Information about this early years setting

The childminder registered in 1995 and lives in Malton, North Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Enright

Inspection activities

- The inspector completed a learning walk with the childminder to discuss how she organises her early years provision.
- The childminder carried out a joint evaluation of an activity with the inspector.
- The quality of teaching was observed during play opportunities and the inspector 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 relevant documentation, including evidence of training and the suitability of all adults living in the household.

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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