

Childminder report

Inspection date: 19 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

Children develop good relationships and enjoy their time with the gentle and experienced childminder. They are effective in managing their behaviour. For example, children listen to the childminder's instructions and learn to respect others and take turns. They benefit from a range of well-planned activities that are designed to support all areas of their learning. The childminder incorporates mathematical learning into a range of activities. For example, children post shapes into a shape sorter postbox. They enthusiastically jump up and down as they achieve their aim. They count as they make kites and explore shapes while they use creative resources. Children are encouraged by the childminder during activities.

Children rapidly develop skills which support them in the next stage of their education. Their ability to focus develops well and they can follow simple instructions. They enjoy carrying out simple tasks, for example, as they happily help with tidying away activities when finished.

Children enjoy songs, books and rhymes. The childminder knows each child well. She constantly risk assesses and creates a safe and comfortable setting. Children delight in role play and involve the childminder. For example, they pretend to make tea and give this to the childminder and visitors.

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

- Children have lots of opportunities to explore books independently as they are made accessible in their play area. The childminder understands the importance of books and ensures that she takes the children to the local library. She also encourages them to select and choose books to borrow that are linked to their theme, such as reference books about birds and the weather. This supports children's love of books and stories.
- The childminder is caring and attentive. She recognises when children may be hungry, tired or in need of a cuddle, and responds quickly to their individual requirements. This supports children's good health and helps them to feel emotionally secure.
- Children are generally prepared well for school. They develop the skills they need for writing as they make marks and practise using their hand muscles to pick up smaller resources. The childminder encourages children to be independent from a young age. They are encouraged to develop self-care skills, such as putting their own coats and shoes on and wiping their own face and hands.
- The experienced childminder has a good understanding of how young children learn and develop. She observes carefully and plans to ensure they make

progress. However, occasionally, the childminder misses opportunities to extend children's learning during planned activities.

- The childminder completes self-reflection well. She reviews her practice based on the children in her care and acts on any gaps in her knowledge. However, she does not always identify areas of her professional development to further promote the quality of teaching and learning opportunities for children.
- The childminder gathers a wealth of information from parents about what children can do and what their interests are before they start. She makes good use of her observations and tracking of children's achievements to help make future learning experiences meaningful. The childminder works well in partnership with parents and takes account of children's interests and learning from home to support what they need to learn next. Overall, children make good progress in their learning.
- The childminder supports children's developing verbal skills effectively. This is evident when she introduces words such as 'squishy', 'gooey' and 'glittery' during a creative activity. She talks to children about what they are doing and this helps to extend their vocabulary.
- Children have access to the outdoors to help to support their physical development and promote their overall well-being. Children enjoy daily outings to the parks and walks in the community. They are learning about taking simple risks in their play as they use large-scale equipment and learn to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. For example, she completes online training regarding all aspects of safeguarding. The childminder is clear of her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows what to do if she has any concerns. The childminder makes good use of risk assessment to help to keep children safe. For example, she teaches children how to stay safe as they use knives to cut fruit.

What does the setting need to do to improve?

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

- make better use of the opportunities to extend children's learning during planned activities
- identify areas for professional development to raise the quality of practice and further improve outcomes for children.

Setting details

Unique reference number	EY295121
Local authority	North Yorkshire
Inspection number	10073457
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 July 2016

Information about this early years setting

The childminder registered in 2004 and lives in Eastfield, Scarborough. She operates all year round from 8am 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

Eileen Grimes

Inspection activities

- The inspector completed a learning walk with the childminder. She observed the quality of teaching during activities, indoors and outdoors, 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.

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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