

# Childminder report

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Inspection date: 14 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 warm and friendly manner that puts children at ease. Children show a strong sense of belonging and play happily in her home. They tell the inspector they feel very safe and describe the childminder as 'kind', 'joyful' and 'helpful'. Parents are also very happy with the care she provides and say they have every confidence in her.

The childminder has a good understanding of how young children learn and has high expectations of them all. She uses what she knows about children to plan appealing activities that help to build on their knowledge and skills. Children are keen to join in activities and concentrate well. For example, they become engrossed while making patterns and shapes with coloured stickers. Children's all-round achievements are good. However, the childminder has not considered ways to support their language and literacy skills even more effectively. For example, she sometimes misses opportunities to help children to build on their vocabulary.

Children are remarkably well behaved. The childminder models good manners and respect and encourages children to think about one another's feelings. This is demonstrated when a child asks a friend if she can use her ideas in her art work.

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

- The childminder builds on her good qualifications and extensive experience. For example, she reads articles and shares information with other childminders. This helps to enhance her teaching. She also seeks feedback from parents and children to help her to find further ways to improve.
- Older children are remarkably independent. For instance, they clear away activities and set up for mealtimes. They are very thoughtful and frequently help younger children. However, younger children do not have the same opportunities to develop their independence. The childminder sometimes overlooks these experiences. Also, she helps younger children with tasks they could learn to manage by themselves.
- The childminder works closely with parents. She spends time with them before children start to attend to find out about their care routines and levels of development. This helps her to plan activities to support children's ongoing learning from the outset. Parents welcome regular updates about what their children have learned.
- Children have plenty of opportunities to make decisions and they play a part in plans for their learning. For example, they choose activities from a catalogue that the childminder has made about available toys. Children help to choose meals and plan menus. The childminder uses this opportunity well to discuss healthy eating. Children understand which foods are good for their health and

which ones should be kept for a treat.

- The childminder has developed partnerships with other settings. There is a well-established flow of information that helps to promote a consistent approach to children's learning. She finds out what older children are learning in school and complements this well.
- Children develop great imaginations. For example, they become very involved in pretend play with dolls and create stories and narratives for them. They show good language skills and are very articulate. The childminder joins in their conversations during play. However, sometimes, the language she uses is quite simple and does not help to extend children's vocabulary even further.
- The childminder helps children to record their activities and to review their own learning. For instance, they create books of photographs and work they have done. They share these with their friends and recall activities they have enjoyed.
- Children play together harmoniously. For example, they work together to make a picture of the solar system. They decide who will draw which planet and are extremely creative as they design their own aliens to add to it. This also supports their understanding of the world. They name and discuss the planets and what it would be like to visit them.
- Children are confident and motivated learners. They show high levels of self-esteem and pride in their achievements. For example, they are keen to show the childminder the pictures they have made and glow with pride when she praises them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date, for example, by attending training courses. She also has contact with the local authority. This contributes to her good knowledge of child protection. She knows the signs that may indicate that a child is at risk of harm and what to do if she is concerned about a child's welfare. The childminder teaches children how to keep themselves safe. For example, she talks to older children about risks when using the internet. The childminder's home is safe and secure. There are good arrangements for identifying and managing potential hazards at home and on outings.

## What does the setting need to do to improve?

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

- give younger children even more opportunities to develop their independence
- support children to develop a rich, varied vocabulary to help them make even better achievements in their language development and literacy.

## Setting details

<b>Unique reference number</b>	401113
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10065122
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	5 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	28 August 2015

## Information about this early years setting

The childminder registered in 1994 and lives in Sherburn in Elmet. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Clare Wilkins

### Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She talked about how she organises her provision and her learning intentions for children.
- The inspector observed the childminder's interactions with children. She assessed how the quality of education impacts on children's learning and development.
- The childminder and inspector discussed and evaluated some of the activities provided during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection. She also spoke to a number of children and parents and took account of their views.
- The childminder provided relevant documents for inspection, including evidence of the suitability checks carried out on adults at the address.

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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