

Childminder report

Inspection date: 6 March 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 are happy, secure, and confident. The childminder greets them warmly on arrival and they quickly settle in to their play. Children enjoy a wide range of interesting experiences at this friendly and welcoming setting. For example, they delight in singing, sharing stories, arts and craft activities, moulding play dough, and role play. Children go on frequent outings that help provide rich experiences of life outside the setting. For instance, they visit local parks, toddler groups, libraries, shops and beaches. Children make independent choices about what resources they would like to play with. The childminder knows them well and follows their interests and leads in activities. She is caring and kind and has strong bonds with the children. They have fun together and obviously enjoy each other's company. Occasionally, the childminder, in her eagerness for children to succeed, does not give children enough time to think and respond to her questions. The experienced childminder has high expectations for children. Children's behaviour is good and they enjoy praise and encouragement from the childminder. They concentrate well during activities and are curious and eager to learn. Although the childminder generally supports children's learning well, there is scope to strengthen her continuous professional development. She has not developed a sharp focus on specific teaching skills to support individual children's needs even further.

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

- The childminder gathers parents' views and reflects on children's experiences in order to evaluate her setting. However, she has not yet clearly identified ways to build on her good teaching skills even more to support each child's achievements to the highest level.
- The childminder is a positive role model. She encourages children to use polite manners, such as saying 'please' and 'thank you'. Children are considerate, independent and helpful. For instance, they tidy away toys between activities, to maintain a safe environment. Children play very cooperatively together. They form firm friendships with each other and develop effective social skills.
- Children take frequent trips into the wider community, which helps to promote their understanding of the world. For example, children speak excitedly about outings to the childminder's beach chalet, from where they can explore the rock pools. At playgroups, they mix with larger groups of children and find out about other people's similarities and differences.
- The childminder has strong relationships with parents, who speak highly of her and the service she provides. Parents praise the good systems for communication, including the use of a daily diary. This helps to keep parents informed about the activities their children take part in, as well as what they eat and how well they sleep. There is a consistent approach to children's learning and development. This supports their move to the next stage in their learning

and in preparation for nursery and school.

- Children benefit from healthy snacks and meals, and regular fresh air and exercise. Well-established hygiene routines help to keep children safe and healthy. Children's physical development is supported well. Trips to parks contribute to developing children's strength and balance. They improve coordination and use smaller muscles through activities that promote their fine motor skills. For example, young children persist until they connect together trucks behind a train and place model people in the seats.
- The childminder leaves gaps for children to fill when reading familiar books or singing. This encourages them to recall stories and songs for themselves. Support for mathematics is woven through daily routines. Children count the number of stars that they stick onto a card. They talk about the colours of the cars as they play and enthusiastically take part in number rhymes.
- There is ongoing support for children's developing communication and language skills. The childminder repeats back to the children what they say to show they have been understood. She introduces new words, such as 'cashier', while children pretend to go shopping. However, the childminder does not consistently allow children sufficient time to answer her questions for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is clean, safe and secure. She has a thorough understanding of her role and responsibilities around safeguarding children. The childminder knows how to identify concerns and the procedures she must follow in order to report these. There are policies in place to promote safe practices and ensure the smooth running of the setting. The childminder regularly checks her home to minimise any hazards. She teaches children how to keep themselves healthy. For example, she shows them how to wipe their noses, dispose of tissues safely and clean their hands.

What does the setting need to do to improve?

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

- focus the professional development programme sharply to address improvements to the quality of teaching, in order to raise standards even higher
- allow time for children to think creatively, respond to questions and practise their growing communication skills further.

Setting details

Unique reference number	401025
Local authority	North Yorkshire
Inspection number	10072894
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 February 2016

Information about this early years setting

The childminder registered in 1981 and lives in Scarborough. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder discussed with the inspector how she plans for, and delivers, children's learning in her home, and in the wider community.
- The inspector observed the quality of teaching activities and assessed the impact of this on children's learning.
- The childminder evaluated an activity in discussion with the inspector.
- The inspector spoke to the childminder and children throughout the inspection at appropriate times.
- The inspector took into account the views of parents expressed in written feedback.

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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