

<b>Inspection date</b>	26 March 2015
Previous inspection date	21 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's communication and language development is given high priority by the childminder. She is skilled in her interactions with them and, as a result, children become confident speakers.
- Good planning of activities and effective teaching is matched to children's individual interests and related to their ages and stages of development. Consequently, they make good progress in readiness for nursery or school.
- The childminder has good attachments with children. Consequently, they are happy and settled and have good relationships with her.
- The childminder promotes healthy lifestyles by providing children with healthy snacks and supporting their physical development through a range of well-planned activities.
- The childminder has a very good understanding of safeguarding procedures, which helps to protect the children in her care. She is aware of who to contact if she has any child protection concerns and uses her effective safeguarding policy as guidance.
- The childminder completes risk assessments for the home and for outings. These clearly identify potential risks and the action taken to minimise hazards. This helps to keep the children safe.

### It is not yet outstanding because:

- The childminder does not always obtain sufficient and precise information from parents about all areas of their child's prior learning. This means she does not have a fully comprehensive overview to plan children's learning from when they first start.

## What the setting needs to do to improve further

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

- strengthen ways of supporting parents to share sufficient and precise information about what their children already know and can do when they first join the setting, in order to gain a full overview of each child's achievements, from which to plan for their future learning.

## Inspection activities

- The inspector spoke with the childminder and children during the inspection.
- The inspector discussed self-evaluation.
- The inspector looked at a sample of policies, documents and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.
- The inspector took into account parents' written comments.

## Inspector

Helene Terry

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder uses her observations of children's learning effectively to identify and plan for the next steps in their learning. As a result, children make good progress. The childminder meets with parents as part of the settling-in arrangements. This helps her to find out a good range of information about each child's care needs, and what they already know and can do. However, this information is not always sufficient in detail to give the childminder precise information about all areas of their prior achievements. Therefore, learning is not always maximised from the very start. The childminder has a good understanding of how children learn and develop. This is demonstrated by the way she uses spontaneous activities effectively to enrich learning. For example, to further experiment with the sound that the sequins and buttons make when shaken, the childminder adds a sealed container into children's play. As a result, children's listening skills are promoted. The childminder plays with the children and introduces mathematical concepts, such as number names and positional language into the activities. For example, she emphasises words, such as up and down as children play on the slide, and she counts the number of steps with them as they climb.

### **The contribution of the early years provision to the well-being of children is good**

The childminder promotes children's independence and personal care skills very well, relative to their ages and capabilities. For example, children are encouraged to put on their coats, wash their hands at appropriate times of the day, and help set the table at mealtimes. Resources are accessible, including crockery, so that learning is independent. Children are well behaved, and learn to share and play cooperatively. As a result, they develop good social skills. The childminder plans daily opportunities for fresh air and exercise to build children's physical skills. In addition, they make choices about the food they eat from the healthy options made available. This means children develop an understanding of the importance of healthy lifestyles as part of the daily routine and activities. Children learn to keep safe and take risks as they play on the slide. Consequently, children develop confidence in their own abilities to boost their self-esteem.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She attends training regularly, and has completed an early years qualification at level 3 since her last inspection. She uses this knowledge to develop her service and meet children's needs very well. The childminder is very motivated and strives for continuous improvement through sound self-evaluation. She identifies any gaps in children's learning, and provides activities to help close the gaps quickly. The childminder has good partnerships with parents, and they are very happy with the care and learning their children receive. Partnerships with the schools are strong. This supports continuity for children through a shared approach to their care and learning.

## Setting details

<b>Unique reference number</b>	302672
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	867403
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 December 2009
<b>Telephone number</b>	

The childminder was registered in 2000. She lives in Barnsley, South Yorkshire. The childminder operates all year round except for bank holidays and family holidays. She has an early years qualification at level 3.

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