

Childminder Report

Inspection date

21 April 2015

Previous inspection date

4 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder and her assistant understand how to safeguard children and what steps to take if they have any concerns over a child's welfare.
- The childminder provides a good range of suitable activities and resources for children. This enables them to learn in different ways, acquire new skills and make good progress.
- Children's behaviour is good because the childminder is a good role model. She consistently uses positive praise and reminds children of rules and boundaries.
- Positive partnerships with parents are developed through good communication. Information is regularly exchanged for the benefit of each child's continual care, learning and development.
- The childminder has a good understanding of how to evaluate her practice, incorporating feedback from the children and parents. Consequently, there is strong capacity for continuous improvement.

It is not yet outstanding because:

- Children are not always given sufficient time to respond to questions. This results in an occasional missed opportunity for children to develop their thinking skills.
- Professional development systems, for both the childminder and her assistant, are not yet fully established in order to constantly improve their already good teaching and care practice.

What the setting needs to do to improve further

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

- strengthen questioning skills by ensuring that all children are always given enough time to think and respond with their answers
- build on the already good care and teaching practices to further accelerate all children's progress, by establishing systems for continued professional development.

Inspection activities

- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector observed the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's observation and assessment records, along with other relevant documentation.
- The inspector looked at the childminder's self-evaluation form, comments from parents and evidence of the suitability of the childminder and her assistant.

Inspector

Sadie Corbett

Inspection findings

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

The childminder provides a stimulating learning environment for the children in her care to play and develop. She identifies their individual stage of development before they start with her, by gaining detailed entry data from their parents. This information then allows her to plan activities for the children's next steps in their learning. She uses the children's interests to engage and motivate them in their play. Observations and assessments are completed and show the good progress children are making. Children enjoy making choices in their play and choose to investigate interactive toys that make noises when they press the buttons. The childminder promotes a language rich environment, always talking to the children about what they are doing, or what they can see. However, in her eagerness to promote and enrich language development, she does not always give children the time to process their thoughts and formulate an answer, before she responds for them. Children are able to experience learning during every day routines. For example, snack time was extended into a learning opportunity by making fruit kebabs. Children were able to use their senses as they looked, handled, smelled and tasted the fruit. They used their physical skills to chop up the fruit and carefully thread it onto a straw. As a result of such engaging activities, children are making good progress and are well prepared for their next steps in learning, including the move on to school.

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

The childminder is skilled at nurturing and promoting children's emotional well-being so that they feel safe, secure and supported through close and trusting relationships. She undertakes daily risk assessments of the environment and has appropriate safety measures in place to reduce any hazards. Children are given lots of opportunities to be independent. For example, they attempt to put on their shoes, access the toilet when they require, and know how to tidy away toys. Children enjoy the time spent outdoors, where they have opportunities to use different physical skills as they dig in the sand tray, push dolls in pushchairs and ride on wheeled toys. The childminder provides the children with healthy and nutritious meals and snacks. Children benefit from weekly trips to toddler groups to develop their social skills and confidence.

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

The childminder is dedicated and passionate about her role. She understands her responsibilities in meeting the requirements of the Early Years Foundation Stage. She continually evaluates her practice and identifies any areas to further improve her setting. The childminder has a nursery nursing qualification and has procedures in place to monitor the performance of her assistant. However, ongoing training opportunities for the childminder and her assistant, are not yet identified in order to constantly improve their already good teaching and care practices. Partnerships with the local schools have been built as the childminder ensures she shares relevant information with them about children's development, enabling a consistent and shared approach to their learning.

Setting details

Unique reference number	EY317406
Local authority	Barnsley
Inspection number	862261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	4 March 2009
Telephone number	

The childminder was registered in 2005 and lives in Cudworth, Barnsley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a professional Nursery Nursing qualification. She receives funding for free early education for children aged two, three and four years old. The childminder works with an assistant.

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