

Childminder Report

Inspection date

27 May 2015

Previous inspection date

8 January 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 children's communication and language development is given high priority. The childminder actively encourages young children to repeat familiar words and readily introduces new vocabulary associated with their play. As a result, young children are beginning to use language to express their thoughts and feelings and become confident communicators.
- The childminder provides a homely, happy and welcoming environment where children are supported to learn. Frequent praise and encouragement successfully promote their self-esteem and confidence.
- Children feel safe in the childminder's care. She ensures children are protected from harm as she minimises risks to children in her home and on outings into the local community.
- Strong partnerships exist with parents, other professionals and settings involved in children's care. Regular communications ensure information about children's progress and development is consistently shared.
- The childminder organises a broad range of well-planned activities for the children, which supports them to make good progress in their learning.
- Children have good hygiene and self-care skills. They enjoy a wide range of opportunities for fresh air and exercise. The childminder supports children to eat healthy food and they begin to learn to understand why this is important.

It is not yet outstanding because:

- The childminder does not always give children time to solve problems for themselves before providing assistance. This lessens the learning experience for them.
- The childminder does not always support children to develop independence skills.

What the setting needs to do to improve further

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

- allow children sufficient time to complete tasks, so they learn to solve problems by themselves
- build on children's independence skills, for example, by encouraging them to pour their own drinks and butter their own toast at snack time.

Inspection activities

- The inspector viewed the areas of the childminder's home that are used for childminding.
- The inspector looked at various documents, including a sample of policies and procedures and evidence of suitability of all household members.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day and their written comments.
- The inspector conducted a joint observation with the childminder.

Inspector

Christine Walker

Inspection findings

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

The childminder has a good understanding of how children learn and develop. Children are motivated and readily participate in activities of their choice. For example, they enjoy playing with interlocking bricks or dressing up. The childminder talks to children as they play, asking questions and introducing new words to extend their speech. For example, they talk about where the farm animals live and the childminder introduces words such as 'stable' and 'pigsty'. However, the childminder does not make the most of opportunities to develop children's problem-solving and critical-thinking skills. This is because she does not always stand back and observe before solving the problem for them. For example, children build a train track and when it won't join up she completes the track for them without giving them opportunity to try for themselves or suggesting ways they could achieve it together. The children learn about the world around them, for example, as they grow and plant a range of foods and flowers. Children go with the childminder to school to collect older children, so they become familiar with the routine and understand what to expect. This helps them to be emotionally prepared for their move to nursery or school.

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

The childminder's home is clean, safe and well organised to meet children's needs. Their individual care routines are followed, ensuring their personal, social and emotional development is fostered. They learn to share and take turns as the childminder is a positive role model and explains what is expected of them. They are respected and are encouraged to make their own choices and decisions in play and to be independent in their self-care. However, at other times during the day, children's independence skills are not always built on. For example, the childminder pours children's drinks and butters their toast for them at snack time, rather than letting them do these things for themselves. Children develop physical skills as they play in the garden. They pedal the bikes or climb up the steps to the top of the slide. Children attend groups and visit local parks and attractions, expanding their social experiences and confidence outside the home.

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

The childminder's safeguarding procedures are robust. She has a very good understanding of child protection and her associated roles and responsibilities. The childminder is enthusiastic and very experienced. She proactively seeks ongoing training and puts this to good use. Following recent training on communication and language, she has developed her understanding of how to work with children who speak English as an additional language. This makes the children feel included and valued and boosts their self-esteem. The childminder uses her observations of children's learning effectively to identify and plan for the next steps in their learning. The childminder evaluates the provision well and takes account of the progress children make, to identify where she needs to make changes. This ensures that any identified gaps in the provision are addressed quickly. This enhances children's already good progress. Parents speak very positively about the provision.

Setting details

Unique reference number	303166
Local authority	Rotherham
Inspection number	867440
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	8 January 2009
Telephone number	

The childminder was registered in 1988 and lives in Scholes, Rotherham. She operates from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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