

# Childminder Report

**Inspection date**

27 April 2015

Previous inspection date

14 January 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

- The childminder uses risk assessments effectively to ensure that all hazards in the home have been identified or removed. As a result, children remain safe.
- Transitions between home and the childminder's setting are well managed. As a result, children settle well and build trusting relationships with the childminder.
- Partnerships with parents and other professionals are effective. Information is exchanged which contributes to meeting children's needs.
- Teaching is good because the childminder knows how to promote children's learning through an effective balance of adult-led and child-initiated activities.
- Children form secure and caring attachments with the childminder and each other. This helps them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes their confidence and self-esteem.
- Children make good progress because they are supported by good-quality teaching. As a result, children are stimulated and motivated to learn.
- The childminder reflects on her practice and identifies areas for further development that will improve outcomes for children.

### It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to further extend children's language development, particularly in relation to objects that the children are unfamiliar with.
- The childminder does not always make the most of opportunities in the outdoor area to help children develop their understanding of how things grow and change over time.

## What the setting needs to do to improve further

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

- model language more effectively so that children learn the names of unfamiliar objects to further promote their developing communication and language skills
- make more opportunities available to develop children's understanding of how things grow and change over time.

## Inspection activities

- The inspector observed activities taking place in the playroom, and viewed the areas of the premises used for childminding.
- The inspector took account of the views of parents and other professionals through written feedback.
- The inspector carried out a joint observation with the childminder, and spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including suitability checks for household members.

## Inspector

Catherine Mather

## 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 knowledge of the different areas of learning and accurately tracks children's progress across the educational programmes. She knows children well and uses information from her observations to plan next steps in their learning. For example, as children play with modelling dough and make faces, the childminder encourages them to point to their eyes and ears. Children enjoy developing imaginative play with a medical case. They involve the childminder in their play as they listen to her heart beat and pretend to write a prescription for medicine. This means that children are beginning to make connections in their learning. The childminder plays alongside children as they select from a range of musical instruments. As children find a cymbal, she holds it up asks them to find the other one. However, she does not always model new words for children to increase their vocabulary. This limits some of the learning taking place during adult-led activities.

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

The childminder obtains good initial information from parents about children's starting points, existing skills and capabilities. She uses gradual settling-in visits to help her to find out from parents children's individual needs and care routines. The childminder promotes children's independence and personal care skills well, relative to their age and stage of development. Children have opportunities to be active and enjoy physical play during outings to the park and in the childminder's garden. The childminder promotes children's understanding of healthy lifestyles by providing them with a range of healthy snacks and meals. However, children do not have regular opportunities to learn about growth and decay and how things change over time. The childminder teaches children to share and be kind. This helps them to develop positive attitudes to others that prepare them for the move to nursery or school.

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

The childminder demonstrates a good understanding of the learning and development, and safeguarding and welfare requirements. She knows the signs and symptoms of abuse and who to contact should she have any child protection concerns. The childminder regularly observes children and her observations are recorded, including photographic evidence. This helps her track children's progress and to identify the next steps in their learning. The childminder monitors the educational programmes and uses suitable guidance to assess children's achievements. As a result, any areas of learning that children fall behind with are quickly identified. The childminder strives to improve the quality of her practice. Since her last inspection she has completed a formal childcare qualification and improved her skills in observing and assessing children's development. This has had a good impact on the learning experiences she offers children.

## Setting details

<b>Unique reference number</b>	302692
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	867405
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 January 2009
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in the Darton area of Barnsley. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded, early education for two-, three- and four-year-old children. She holds a relevant early years qualification at level 3.

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