

# Childminder Report

**Inspection date**

5 August 2015

Previous inspection date

23 September 2010

<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 well-qualified childminder regularly updates her knowledge to keep her practice current. This means she has a good understanding of how children learn and develop. Children are therefore, supported well through a good range of experiences, which are suitable for their individual needs.
- The childminder has a calm and nurturing manner, which means that children's emotional needs are very well supported. Children are encouraged to play together, which helps to promote good relationships in the setting.
- Partnerships with others, including parents and the local schools, are strong. Relevant information is shared about children, so that they benefit from continuity in their care and learning.
- The childminder's evaluation process identifies strengths and weaknesses of the provision, and include the views of parents and children to support continuous improvement.
- Children are kept safe because the childminder has a good understanding of how to protect them from harm. She successfully identifies and minimises potential risks to children.

### It is not yet outstanding because:

- The childminder does not always find out as much as possible about what children already know and can do when they first join the setting.
- Children who prefer to play and learn outdoors are not given the same opportunities to develop their number and early reading skills as those who spend more time inside.

## What the setting needs to do to improve further

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

- find out what children already know and can do when they join the setting, in order to plan more swiftly and accurately for children's next steps in learning
- provide more opportunities outdoors for children who prefer to play and learn outside to build on their early number recognition and early reading skills.

## Inspection activities

- The inspector held discussions with the childminder 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 sampled a range of documentation including children's records, safeguarding procedures and the childminder's written policies and procedures.
- The inspector took account of the views of parents from written feedback provided.

### 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 has a good knowledge and understanding of how children learn and develop. She carries out regular observations and assessments of the children's development to identify their next steps in learning. However, the childminder does not gather enough information about children's achievements to enable her to plan very precisely when they first start. Children have opportunities to investigate and experiment in their play. They enjoy making salt dough, using their physical skills as they scoop, mix and knead the ingredients. Children mould the dough into hedgehogs and decorate with items they have collected from the garden. They build their early mathematical skills, for example, when they measure the flour and salt. However, the childminder has not fully considered how she can build on children's number or letter recognition skills for children who prefer to play outdoors. Children's communication and language skills are developing well. The childminder constantly interacts with the children and provides them with individual attention. She asks questions to challenge their thinking and introduces new words, such as 'nocturnal'. All children, regardless of age or capability are gaining the key skills needed for the next steps in their learning, including school.

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

Children establish a positive and affectionate relationship with the childminder, which helps them to feel confident and secure emotionally. The childminder provides children with a stimulating, yet homely environment in which to play and learn. She provides a good variety of age-appropriate toys and resources, which are easily accessible to enable children to make free choices in their play. The childminder promotes children's awareness of healthy lifestyles. They learn about healthy diets and where food comes from. For example, they go and pick their own tomatoes from the plants they have grown for their snack. Children have many opportunities to develop their independence and self-care skills ready for school. They are encouraged to pour their own drinks and butter their own toast. The childminder involves children in the local community. They develop social skills and learn about the world around us. Children enjoy their outings to nearby parks, toddler groups and library.

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

The childminder has a very good knowledge of the Early Years Foundation Stage requirements. She has Early Years Professional status, which has a good impact on the learning experiences she offers children. The childminder has a good range of policies and procedures in place, which are used effectively to support children's health, safety and well-being. The childminder strives to improve by regularly reflecting and evaluating her practice and there is strong capacity for continuous improvement.

## Setting details

<b>Unique reference number</b>	EY406511
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	850750
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 September 2010
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Barnsley. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a professional qualification at level 6 and Early Years Professional status.

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