

Childminder Report

Inspection date

7 August 2015

Previous inspection date

17 February 2011

| 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 provides children with a broad range of interesting activities and outdoor experiences, which supports their learning and development.
- Strong partnerships with parents are developed through good communication. Information is regularly exchanged for the benefit of each child's continual care, learning and development.
- Children receive warm and affectionate care from the childminder, which helps them to feel happy, safe and secure while they are in her care.
- The childminder understands how to safeguard children and what steps to take if she has any concerns about a child's welfare.
- The childminder demonstrates a good commitment to improvement and is keen to keep her knowledge up to date. She seeks the views of parents and children to help her to improve her provision and provide positive outcomes for children in her care.

It is not yet outstanding because:

- The childminder does not make the best use of the partnerships she has developed with other settings that children attend.
- 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.

What the setting needs to do to improve further

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

- improve the arrangements for sharing information about children's learning and development with the other settings that children attend
- strengthen questioning skills by ensuring that all children are always given enough time to think and fully respond to questions.

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 quality of teaching is good. Children are motivated to learn and are developing the skills and positive attitudes that they need to prepare them for their next stage in learning, such as school. The childminder promotes children's language well. She is always talking to the children about what they are doing, or what they can see. She consistently repeats words back to children so they know how to pronounce these correctly. However, sometimes she does not give children the time they need to process their thoughts and formulate an answer, before she responds for them. Children enjoy singing time, and the childminder uses this to promote a wide range of skills. For example, she uses props to keep children interested and involved and encourages them to sing number songs to support their early mathematical skills. The childminder has effective partnerships with parents. She regularly talks to parents about activities and things she has seen children say and do. However, information about individual children's progress is not always shared between the childminder and staff at other early years settings they attend. Therefore, the childminder is not always fully aware of what children are achieving elsewhere, to help inform her future planning and build on children's knowledge and skills even further.

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

Children's emotional well-being is well supported because the childminder is kind, caring and nurturing. She supports their individual needs well and children are clearly very happy in the childminder's care. Children play in a dedicated playroom, with accessible toys and resources, which enable them to make independent choices in their play. Children enjoy opportunities to move freely from inside to outside as they play. This helps to develop their understanding of the need for physical exercise and promotes healthy lifestyles. Children learn to run, jump and climb with confidence. The childminder encourages children's imaginations as they pretend to be pirates and use the climbing frame as their ship. The childminder promotes children's awareness of healthy lifestyles through encouraging a healthy diet and promoting good hygiene. Children are given many opportunities to develop their confidence and gain independence. They are encouraged to put on their own shoes, dry their own hands and access drinking water independently.

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

The childminder clearly understands how to implement the requirements of the Early Years Foundation Stage. She carries out effective observations and assessments to monitor children's progress and identify their next steps in learning. She uses a range of policies and procedures to support her practice, which she shares with parents. Parents speak highly of the childminder, stating they feel confident leaving their children in her care and how much their children enjoy attending. The childminder has a formal childcare qualification which has a good impact on the learning experiences she offers children. The childminder also values ongoing training opportunities to further improve her knowledge and skills.

Setting details

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|------------------------------------|------------------|
| Unique reference number | EY277836 |
| Local authority | Barnsley |
| Inspection number | 872794 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 17 February 2011 |
| Telephone number | |

The childminder was registered in 2004 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a professional qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

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