

# Childminder Report

**Inspection date**

13 August 2015

Previous inspection date

5 July 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 childminder works with parents and other professionals to assess the children's development. This shared approach promotes consistency in children's learning, which supports their good progress.
- The childminder gathers information about children's starting points and their interests. This enables her to plan activities that meet their individual learning needs from the outset.
- Children's safety is promoted at all times. The childminder has a good understanding of child protection issues. She encourages children to identify potential hazards. This means they are developing a thorough understanding of how to keep themselves safe.
- The childminder promotes positive behaviour through praise and encouragement. She manages unwanted behaviour well with a calm and patient manner.
- Children enjoy regular walks and play outside every day. They learn about the diverse world around them during visits to local parks and places of interest.
- The childminder reflects on her practice to identify strengths and weaknesses. She accesses regular training to develop her knowledge and skills. This means children benefit from good quality teaching.

### It is not yet outstanding because:

- On occasions, the childminder misses opportunities to extend children's mathematical skills.
- During group activities, the childminder does not always encourage children to share and help each other to build on their social skills.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend children's developing mathematical skills
- promote children's social skills further by providing opportunities for children to work together and share their knowledge and skills.

## Inspection activities

- The inspector observed activities in the childminder's home, both inside and in the garden.
- The inspector spoke to the childminder and children at appropriate times, during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents from the childminder's review of her practice.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.

## Inspector

Nicola Dickinson

## Inspection findings

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

Children are self-assured in the setting. Children's independent play is suitably balanced with a range of well-planned adult-led activities that support their developing skills. The childminder finds out what children are doing in school and at home, and builds on this. For example, children practise their early writing skills and use small tools safely, such as scissors. The childminder promotes early reading by sharing stories and supporting children to choose their own books from the library. The childminder challenges children's thinking by giving them time to investigate and think through problems for themselves. However, during group activities she sometimes misses opportunities to promote children's social skills by encouraging children to help each other. The childminder effectively supports children's developing language by introducing new words to extend their vocabulary. She gives them time to think and they learn to take turns when speaking. The childminder asks questions that help children to share their ideas. As a result, children quickly develop speech and language skills. Mathematics is not as well taught because the childminder sometimes overlooks opportunities to explore concepts, such as quantity and measure. Consequently, children's progress in maths is not as rapid.

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

The childminder's home is welcoming. Resources that reflect the seven areas of learning are easily accessible so children make choices about their play. Children have very positive relationships with the childminder and each other. Parents comment that the childminder is caring and supportive. Splashing in puddles and exploring the natural environment provides learning opportunities that support children's understanding of the world around them. The childminder promotes children's understanding of healthy lifestyles by encouraging them to eat healthy snacks and meals. They develop physical skills through activities, such as using balls for throwing and catching and by learning to use a swing. The childminder promotes children's developing independence and self-care skills in readiness for school. Children benefit from regular trips to playgroups where they develop their social skills and build friendships. The childminder asks children to help with simple tasks and they are encouraged to help each other.

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

Effective planning means children enjoy a good standard of care and a range of meaningful learning opportunities. All children are consistently making good progress from their starting points. The childminder has a thorough knowledge of the learning and development requirements and of safeguarding issues. All policies and procedures are shared with parents so they have a good understanding of the service the childminder provides. Parents are included in monitoring children's learning and development. This helps to ensure assessments are accurate and that any gaps in children's learning are identified quickly. The childminder reflects on her practice and action is taken to address any areas identified for improvement.

## Setting details

<b>Unique reference number</b>	EY337279
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	857126
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 July 2010
<b>Telephone number</b>	

The childminder registered in 2006 and lives in the Brierley area of Barnsley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

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