

Childminder Report

Inspection date

21 August 2015

Previous inspection date

2 February 2012

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

- Children have safe and independent access to a good range of resources, both indoors and outdoors. They are confident to make their own choices in play and they approach their play with enthusiasm.
- The childminder is actively involved in the children's play and she positively interacts with them. Consequently, older children are very confident to ask questions, start conversations and share their ideas.
- The children are happy and settled and they have good relationships with all adults involved in their care. The childminder places a strong emphasis on outdoor learning and children thoroughly enjoy playing outdoors. Consequently, they enjoy the health and physical benefits of playing in the fresh air on a regular basis.
- Recruitment, vetting and induction procedures ensure all adults working with children are suitable for their role. All adults are fully aware of child protection issues, which mean they follow effective procedures to safeguard children.
- The childminder makes good use of training to promote her professional development and to improve learning outcomes for children. She effectively uses her knowledge gained from her qualification. She has a greater awareness of the value of play and how activities can support children's learning in different areas and promote their good progress.

It is not yet outstanding because:

- The childminder is not always using the information parents share about children's learning at home to assess and plan more sharply for their child's best possible progress.
- The childminder's arrangements to evaluate and monitor practice are not yet secure enough to consistently support children to achieve to the highest level.

What the setting needs to do to improve further

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

- make better use of the information parents share about their children's learning at home, to support assessing and planning more sharply for children's best possible progress
- strengthen ways to evaluate and monitor teaching so that all adults working with children are continually developing their teaching skills to promote first-rate practice, so that children are supported to achieve and progress to the highest level.

Inspection activities

- The inspector observed activities in the home and in the garden.
- The inspector spoke to the childminder, assistant and children at appropriate times during the inspection.
- The inspector evaluated a planned activity with the childminder.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder. She looked at a selection of children's records, planning information, suitability checks and training certificates.
- The inspector took account of the views of parents spoken to on the day of the inspection and through information on documentation.

Inspector

Helen Blackburn

Inspection findings

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

The childminder makes good use of her observations to identify and plan for children's individual learning needs. As a result, children make good progress and they develop the skills they need for when they start school. For example, the childminder encourages older children to sound letters and they enjoy practising writing their name. The childminder regularly discusses children's progress with parents. She uses an All about me form to gather some information about children's care and learning at home. However, when children first start, she is not yet consistently using this information to assess and plan for children's best possible progress. The childminder plans activities around children's interests, such as their love of role play. Consequently, children have good opportunities to use props and puppets to tell stories. They do this with great excitement, getting very animated and imaginative when telling the story about the pigs.

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

The childminder makes good use of settling-in visits that involve all adults caring for children. As a result, children feel safe and settled in everyone's care. Children behave well and through good use of praise and gentle reminders about sharing and caring, children play cooperatively with others. The childminder regularly takes children to groups, including one she has set up in the local community to support other families. This means children have good opportunities to mix socially with others and experience new situations. Consequently, children develop good personal, social and emotional skills, which support them to positively embrace change, such as starting school. Children independently manage their own personal hygiene needs. They enjoy eating the nutritious meals and snacks that the childminder provides. These activities, among others, support children to lead healthy lifestyles. Children talk about road safety on outings and other safety issues, which mean they learn about keeping themselves safe.

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

The childminder makes good use of routine safety checks and risk assessments to make sure children play safely. All adults working with children are well qualified and they make sure they plan activities to promote children's good progress. However, arrangements to evaluate and monitor practice are not yet promoting first-rate teaching so that children achieve to the highest level. During some art activities, adults occasionally focus too much on the end product, which means they are not always supporting children to express their own ideas. Following the last inspection, the childminder now provides more activities and resources to help children to learn about people and communities. Through good use of self-evaluation, the childminder identifies areas to improve, such as enhancing activities to help children to learn about nature. Parents comments are positive. They say the childminder provides a flexible service and that their children are making good progress, including children who need additional support.

Setting details

Unique reference number	EY420999
Local authority	Barnsley
Inspection number	852165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	2 February 2012
Telephone number	

The childminder was registered in 2011 and lives in Grimethorpe, Barnsley. She works from the premises of her co-childminder and very occasionally in an emergency from her own home. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. She also works with an assistant.

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