

Childminder Report

Inspection date

26 February 2016

Previous inspection date

1 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their learning. The childminder knows exactly what they need to learn next and plans challenging learning experiences. She shares detailed information about children's progress with parents and ideas about how to support their learning at home.
- The childminder uses a range of good teaching strategies to support children's physical development, communication and language. She provides specific support for children to help them develop the skills they need to be ready for school.
- Children thrive in the care of the childminder. She works very closely with parents and other professionals to support the individual care needs of every child.
- The childminder creates a stimulating environment with imaginative learning opportunities. Children are motivated to get involved and supported to have a go at new experiences.
- Children form secure attachments to the childminder. They are confident, willing to cooperate and are encouraged to become independent.
- The childminder evaluates her setting and thoroughly reviews children's progress. She uses information from parents and children's interests to plan changes and identify new resources.

It is not yet outstanding because:

- Children do not always have enough time to explore their own ideas. The childminder sometimes does not identify what fascinates children and recognise the different ways individuals prefer to learn.

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 children's fascinations and preferred ways of learning that better support the development of their thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of all household members and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in letters from parents.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder rigorously monitors children's progress and reviews procedures that promote their well-being and welfare. She is very experienced in supporting children's individual needs through successful partnerships with parents and other agencies. Safeguarding is effective. The childminder attends training that provides detailed information about how to deal with a wide range of child protection concerns. She is committed to her professional development. Training keeps her up to date and provides new ideas. The childminder evaluates the opportunities she offers children and how she organises her equipment. Support from the local authority adviser helps her reflect on how she is meeting individual children's needs and identify any areas for improvement.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder successfully uses a range of teaching strategies to develop children's speech and language. Children listen carefully to the childminder as she talks about what they are doing and they are keen to talk to her. Any gaps in children's development are quickly identified by the childminder's detailed assessments of their learning. Good communication with parents ensures they are well informed about exactly what children need to learn next. Parents provide information that helps the childminder assess children's starting points and plan challenging learning experiences. Carefully planned resources mean babies become engrossed in their sensory explorations of different materials. However, older children's fascination with the different ways objects move is not fully recognised. As a result, the childminder does not always allow time for children to experiment and think through their own ideas.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the childminder's setting. Strong relationships make children feel valued, builds their self-esteem and helps them develop a positive attitude towards learning. The childminder's praise and attention encourage children to have a go and keep trying. Children are well behaved, cooperate and are learning to keep themselves safe. They have opportunities to manage their own risks and the childminder talks to them about hazards. The childminder carefully links activities to what she knows children like. Children's interest in vehicles is used to entice them into exciting experiences and extend their learning. The childminder has clearly identified effective ways to help children learn to respect others and tolerate differences. Daily routines encourage children to be kind and interesting resources introduce them to different cultures and ideas.

Outcomes for children are good

All children make good progress from their starting points in all areas of learning. The childminder has a clear focus on preparing children for their next stage in learning. Children getting ready to go to school are encouraged to become independent through routines and choices in their play. They develop early literacy skills through carefully planned experiences and support from the childminder. The physical development of babies is successfully promoted through support tailored to their needs.

Setting details

Unique reference number	302681
Local authority	Barnsley
Inspection number	855035
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	1 February 2010
Telephone number	

The childminder was registered in 2000 and lives on the outskirts of Barnsley. She operates all year round from 8am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
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