

# Childminder Report

**Inspection date**

Previous inspection date

18 March 2016

Not applicable

**The quality and standards of the early years provision****This inspection:**

Previous inspection:

**Met**

Not applicable

## Summary of key findings for parents

### The provision meets requirements

- The childminder demonstrates a good understanding of how children learn and develop. She has systems ready in place to observe what they can already do and to plan for the next steps in their learning. She can confidently explain how she will assess children's learning and check that they are making good progress.
- The childminder demonstrates a good understanding of how to promote children's emotional well-being. She talks about the importance of forming trusting relationships, and ensuring children feel valued, safe and secure.
- The childminder understands how to promote children's good health and welfare. She has developed systems to check the safety of her home and effective hygiene procedures are in place. She describes how she will teach children to keep themselves safe and healthy.
- The childminder understands how to keep children safe from harm. She has attended safeguarding training and knows what action to take if she has concerns about a child.
- The childminder demonstrates a commitment to working closely with parents. She intends to gather information about children's learning at home and involve them in assessing children's progress.
- The childminder understands the importance of working in partnership with other early years providers and schools. She competently describes how she will help to prepare children for when they move on to nursery or school.
- The childminder demonstrates a commitment to evaluating her provision. She describes how she will gather the views of parents and children to help her identify areas for improvement. She also discusses how she will continue to access professional development opportunities to build on her knowledge and skills.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Inspection activities

- The inspector and the childminder toured the areas of the premises where childcare is to be provided.
- The inspector discussed with the childminder how she intends to deliver the educational programme for children.
- The inspector discussed with the childminder her documentation, including children's learning records, policies and procedures.
- The inspector checked evidence of suitability records and looked at the childminder's qualifications and training certificates.

## Inspector

Tara Street

## Setting details

<b>Unique reference number</b>	EY469377
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	982360
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Barnsley. She operates during school holidays, before and after school and on weekends, from 7.30am till 6pm, except family holidays. Overnight care is also available. The childminder holds Qualified Teacher Status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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