

Childminder Report

Inspection date

29 March 2016

Previous inspection date

6 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The well-qualified childminder and her assistants accurately assess children's development and complete the progress check for children between the ages of two and three years. Parents are kept well informed about their children's progress and are provided with detailed summaries at regular intervals.
- Children and parents receive a warm welcome and are invited to visit the setting for short periods before children start. This provides children with time to adjust and develop a relationship with their key person.
- There are high expectations for good behaviour. The childminder and her assistants are very good role models; they are patient and caring. They sensitively help children to understand how their actions may upset others. This is one way they help children to develop the skills they need to cooperate with others and become good citizens.
- The childminder talks to her assistants regularly about their role and responsibilities. The childminder also reviews the quality of their practice and its impact on children's learning and development.
- Children are motivated and active learners. They happily explore what is on offer and keenly follow their own interests. They make good progress and are well prepared for their next stage of learning.

It is not yet outstanding because:

- The programme for professional development is not highly focused on raising the quality of teaching and outcomes for children to the highest level.
- Children are not always given sufficient time to think and respond to questions, particularly during group activities.

What the setting needs to do to improve further

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

- focus more precisely on the programme for professional development that increases the potential to deliver the highest-quality provision and excellent outcomes for children
- enhance the quality of teaching that helps children to process their thoughts and respond with their answers.

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation, including training certificates and evidence of suitability checks.
- The inspector took account of parents' views on the quality of care and education their children receive.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment procedures are robust. The childminder and her assistants have a good understanding of possible signs and symptoms of abuse. They confidently describe the procedures they must implement should they have concerns about a child. The childminder has improved routines during outings to ensure children's safety. For example, children are constantly counted and never left unsupervised. Since her last inspection, the childminder has improved how children's next steps in learning are identified and planned for. She has enhanced opportunities for babies and younger children to explore natural materials. The childminder seeks the opinions of parents, children and her assistants to help her reflect further on the quality of her provision.

Quality of teaching, learning and assessment is good

Partnerships with parents and other early years providers are very well established. The sharing of information helps to identify what children can do and what they need to learn next. This helps to inform planning for future activities. Parents are provided with ideas about how they can continue their children's learning at home. Children learn about the natural world around them. They enjoy walks and compare the textures and smells of the items they find. Children use technology and other media to extend their knowledge. For example, they use the internet to research the life cycle of a frog. The childminder and her assistants are observant and interact well with children. One way they facilitate children's learning is by demonstrating how to do things and breaking down activities into manageable parts. For example, they help children prepare soil and tools for planting. Children decide what they want to grow and are given step-by-step instructions of how to plant and water the seeds. Children learn about different occupations and use their imagination as they dress up as mill workers when visiting a mill.

Personal development, behaviour and welfare are good

The childminder provides children with dedicated play areas, both inside and outside. A wide variety of resources is well presented. Children find these interesting and confidently make their own choices about what they want to do. Children learn to eat and drink healthily. They are very active and show a real enjoyment for playing outside. The childminder is focused on helping children to be emotionally ready for school. For example, they talk about the school, their uniforms and how their routines will change. Children are supported in developing the independent skills needed to attend to their own personal care. Children learn to be respectful and to care for each other.

Outcomes for children are good

Additional funding is used well to provide extra support for children who need it. Children thoroughly enjoy their learning. They listen to others and are able to focus as they follow simple instructions. Children develop good physical skills and demonstrate good coordination in their big and small movements. For example, older children skilfully negotiate a climbing frame and toddlers kick and throw balls. Children confidently count and use numbers in play.

Setting details

Unique reference number	EY429869
Local authority	Barnsley
Inspection number	853032
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	12
Number of children on roll	30
Name of provider	
Date of previous inspection	6 February 2012
Telephone number	

The childminder was registered in 2011 and lives in Barnsley. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She supports disabled children and those with special educational needs. The childminder works with two assistants.

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