

Childminder Report

Inspection date

6 April 2016

Previous inspection date

22 May 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

- Children make good progress in their learning. The childminder has a secure understanding of how to promote children's development. She uses her precise assessments of what children can do and information from parents, to plan challenging experiences that extend their learning.
- The childminder has high expectations of what children can do. She uses consistently strong teaching to support children's communication, language and emotional development.
- Children are very happy and secure. They form strong relationships with the childminder and grow in confidence. They are effectively supported to develop social skills and have opportunities to learn about the world beyond their own community.
- Children are motivated to get involved. The childminder provides a stimulating environment and encourages children to try new things. Children behave well, cooperate quickly with routines and become increasingly independent.
- The childminder monitors individual children's progress and reviews how groups of children are learning.

It is not yet outstanding because:

- The childminder does not always make the most of what she knows about children's learning preferences when she plans experiences for them. As a result, occasionally, children are not fully supported to become deeply involved in activities or to follow through with their own ideas.
- The childminder does not evaluate the quality of teaching rigorously enough to identify where she can improve the overall standard. As a result, professional development is not highly focused on raising the good quality of her teaching still higher.

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 children's individual learning preferences when planning experiences to further promote their deep involvement and ability to pursue their own ideas
- enhance the self-evaluation process to identify where teaching can be improved further and target professional development accordingly.

Inspection activities

- The inspector observed the quality of teaching during activities 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 the planning documentation.
- The inspector checked evidence of the suitability of all household members and the childminder's qualifications. She also discussed the childminder's self-evaluation and plans for improvement.
- The inspector took account of the views of parents and carers.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder successfully monitors and reviews her provision. All children's learning is tracked over time to identify any concerns. The childminder reflects on the accuracy of her assessments for different age groups of children, during discussions with other childminders. The childminder reflects on some aspects of her provision, helping her to identify where improvements can be made for the benefit of those children attending. The childminder works in partnership with parents and other agencies well to support children's development. Safeguarding is effective. The childminder is proactive in keeping up to date with the local procedures for dealing with concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder is well qualified. Her detailed understanding of child development and what children need to learn enables her to plan a broad and interesting range of experiences for them. The childminder shares information with parents about what the children have been doing and regularly discusses their progress. Parents provide information about what children are learning at home that the childminder uses when planning for children's progress and interests. For example, she introduces children to different tools and equipment for drawing when parents tell her about the interest children have shown in this at home. The childminder knows exactly what children need to learn next. Specific experiences are planned to challenge younger children to explore different textures and materials. Overall, teaching is consistently good. The strategies she uses to support children's early speech and language are tailored to their individual stage in development.

Personal development, behaviour and welfare are good

Children form secure attachments to the childminder. Parents value how their children are welcomed into the childminder's home and family. The childminder knows how each child likes to be comforted and children enjoy the reassurance of cuddles. Children feel safe and are confident. The childminder provides simple explanations about risks to the younger children, who quickly respond to instructions. She supports toddlers to tolerate each other and play together. The stimulating environment enables children to independently select toys. Interesting resources attract children and the childminder successfully motivates them to have a go at new activities. Regular outings provide fresh air, exercise and the opportunity to mix with more children.

Outcomes for children are good

Children make very good progress and are well prepared for their next stage in learning. Older children begin to practise forming some of the letters in their name. Younger children quickly build their vocabulary and begin to put several words together in sentences. All children learn to share, enjoy helping tidy up and comply with age-appropriate boundaries.

Setting details

Unique reference number	EY412096
Local authority	Barnsley
Inspection number	851251
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22 May 2012
Telephone number	

The childminder was registered in 2011 and lives in the Redbrook area of Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher. She provides funded early education for two-, three- and four-year-old children.

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