

Childminder Report

Inspection date

19 May 2016

Previous inspection date

3 March 2011

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 development and enjoy learning. The childminder provides effective support to develop children's communication, language and physical skills during play.
- The childminder has a secure knowledge of how to promote children's learning. She makes assessments of what children can do and uses their interests to plan challenging activities. She regularly shares information with parents about children's learning.
- Children are happy, confident and secure. The childminder is welcoming and knows individual children very well. She works in partnership with parents and quickly adapts to changes in children's needs to ensure there is continuity in their care.
- Children's behaviour shows they feel safe. They develop excellent manners and learn about keeping themselves safe. Children have opportunities to practise their social skills and develop an understanding of different cultures.
- The childminder has high expectations of herself. She evaluates the resources and activities she provides. She responds to the changing needs of different groups of children to ensure that she is promoting the best outcomes for all children.

It is not yet outstanding because:

- The childminder does not always thoroughly explore children's own ideas during play. Children are not fully supported to find things out for themselves and further develop their thinking skills.
- The childminder has not focused her professional development sufficiently on improving the good quality of her teaching further, in order to help children achieve as much as possible.

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 own ideas during activities to further develop their problem solving and thinking skills
- focus professional development on improving the good quality of teaching further, in order to help children achieve as much as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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. 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 from information included in the childminder's own parent survey.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder seeks the views of parents to help her evaluate her provision. Parents are very pleased with the quality of the care she provides and the progress their children make. The childminder continually evaluates her resources and adapts her activities to meet the different needs of babies and older children. For example, she reflects on what older children learn from regular outings and from playing with younger children. The childminder provides a broad experience for all children by carefully planning a variety of activities and resources. Safeguarding is effective. The childminder understands how to recognise and deal with any concerns about children's welfare. She has used advice from the local authority to help her understand and support children's behaviour. The childminder keeps up to date with the latest advice and reviews her equipment to ensure it remains suitable.

Quality of teaching, learning and assessment is good

The childminder uses a range of effective teaching strategies to promote children's communication, physical and social skills. The childminder talks to the children about everything they are doing and uses information from parents to stimulate conversation. For example, children talk to the childminder about their family and home. Children like reading books with the childminder and enjoy answering her questions about the pictures. The childminder continually monitors children's learning and shares her observations with parents. She uses assessments of children's progress and their interests to plan for their next steps in learning. For example, different painting activities motivate children to practise using different tools and develop control over the marks they make.

Personal development, behaviour and welfare are good

The childminder is a good role model for children and young children quickly develop excellent manners. She provides opportunities for children to play in larger groups, learn to share and think about the needs of others. Children are confident because they feel safe and secure. The childminder discusses care routines in detail with parents so there is continuity and children are supported to become independent. She knows individual children very well and understands how they prefer to learn. Each child receives the encouragement they need to have a go and keep trying at a task. The childminder develops children's understanding of different cultures in a variety of ways that are appropriate for their age. She uses books, resources and discussion to explore their own values and introduce other ideas. Children are offered a range of healthy foods at meal times, and discuss their choices and preferences with the childminder.

Outcomes for children are good

Some children achieve above expectations for their age and they all make good progress from their starting points. Younger children demonstrate high levels of concentration and coordination as they paint and draw. They communicate confidently and can use their language to make choices during their play and routines. Strong links to local schools effectively support older children and build their self-esteem for when they start school.

Setting details

Unique reference number	302688
Local authority	Barnsley
Inspection number	864741
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	3 March 2011
Telephone number	

The childminder was registered in 1999 and lives in Darton, near Barnsley. She operates all year round from 7.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays.

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