

# Childminder Report

**Inspection date**

16 August 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 form close caring relationships with the childminder. They seek comfort and reassurance, demonstrating that they feel safe and secure in her care. Children's emotional and physical well-being are supported well by the childminder.
- The quality of teaching is good. Children enjoy a wide range of activities that is based on their interests. The quality of the childminder's teaching has a positive impact on the progress children make.
- Partnerships with parents and other early years providers are effective in exchanging information to ensure continuity of care and learning for children. Parents comment positively about the care and learning opportunities the childminder provides.
- Children's behaviour is good. The childminder provides clear guidance for children about what is acceptable behaviour. The childminder praises and encourages children's achievements and efforts, which help to promote their confidence and self-esteem.
- The childminder interacts very well with children. She speaks clearly, listens intently and shows plenty of interest in what they have to say. Every opportunity is used to extend children's vocabularies and encourage them to communicate their ideas.

**It is not yet outstanding because:**

- Although the childminder observes children's learning, she does not always use what she knows to identify next steps in learning with the precision necessary to help children to consistently make rapid progress.
- The childminder does not gather feedback from parents about her provision in order to help her prioritise key areas to target for improvement.

## 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 what is known about individual children's achievement levels so specific areas of development can be targeted for rapid progress
- consult with parents to gain their opinions of the care and learning provided and use this information to inform the self-evaluation of the setting and to help raise the quality of the provision further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and she assessed the impact this has on children's learning.
- The inspector observed and assessed a planned activity with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector checked the evidence of the suitability of the childminder and adult members of her household.
- The inspector looked at relevant documentation, such as children learning journals, policies and evidence of self-evaluation and feedback from parents.

### Inspector

Christine Walker

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of the procedures to follow to report any concerns she may have about children's safety. She has a clear understanding of possible signs and symptoms of abuse or neglect. She attends training to enhance her knowledge. Policies and procedures support the childminder's good practice and are shared with parents when children first start. The childminder checks her home, garden and the resources she provides to help ensure children's safety. The childminder regularly monitors children's development, which enable her to swiftly identify and manage any gaps in children's learning. The childminder is thoughtful and is focused on ensuring that children's individual needs are met well.

### Quality of teaching, learning and assessment is good

The childminder skilfully guides and extends children's learning as they play. Children enjoy their time at the childminder's home. They confidently select from a range of age-appropriate resources, which allows them to follow their own interests. They demonstrate good levels of concentration and perseverance as they carefully discover the numbers buried in the sand. They confidently recognise the individual numbers and count how many they have. The childminder allows them to lead play. For example, during a painting activity children delight in watching the water change colour as they mix it with different coloured paint. Babies enjoy making marks with the paint and squeal with delight when they feel the paint with their hands. Children benefit from a range of trips and outings, where the childminder supports them to socialise and develop relationships with others.

### Personal development, behaviour and welfare are good

Children are happy and settled. They confidently explore the comfortable and child-friendly surroundings. Children's behaviour is managed well. Children learn to be kind to one another. The childminder gives children clear and age-appropriate reasons why some behaviours are not acceptable. For example, they are gently reminded to put the cars back in the box carefully so that they don't get broken. This helps children to learn what is expected of them. She is a good role model and is sensitive when encouraging children to share and take turns. Settling-in sessions are effective in helping children to become familiar with their new surroundings and the childminder. Information gathered from parents when children first start helps the childminder to meet children's care needs. Children are confident in their interactions with the childminder and other children. The childminder promotes a healthy lifestyle with plenty of outdoor play and healthy snacks and meals.

### Outcomes for children are good

Children make good progress in relation to their starting points. Children are inquisitive and display a positive attitude towards learning. They are confident, eager and resourceful and they follow their own interests. Children are keen to be involved and they confidently make decisions from a variety of activities, both indoors and outdoors. They are developing the skills they need in the next stage of their learning, including starting school when the time comes.

## Setting details

<b>Unique reference number</b>	EY479599
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	984319
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Thurnscoe, Rotherham. She operates her provision all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

