

Childminder Report

Inspection date

14 September 2016

Previous inspection date

Not applicable

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

- The childminder interacts with children in a positive and enthusiastic manner. She talks to children about what they are doing, providing support at just the right time. This helps to extend children's ideas and challenges their thinking.
- Children's emotional and physical well-being are supported well by the caring and nurturing childminder. Children are confident and develop strong relationships.
- Children benefit from secure attachments with the childminder; they respond well and enjoy her company. The childminder uses conversation to help children make links with their experiences. This helps them to feel secure and boosts their confidence and self-esteem.
- The childminder attends regular training and childminder network meetings. This helps her to keep up to date with changes in legislation and improve her childcare knowledge and practice.

It is not yet outstanding because:

- Although the childminder obtains some initial information from parents when children first start to attend, she does not involve them in sharing information about what children already know and can do to inform her assessments of the starting points for their learning.
- The childminder does not use information from her observations of children's progress well enough to plan for more rapid progress in their learning.
- The childminder does not yet effectively share learning and development information with other settings that children attend.

What the setting needs to do to improve further

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

- involve parents in sharing more information to help inform the assessments of the starting points for children's learning
- make better use of observations to plan more precisely, in order to help children make rapid progress in their learning and development
- share information about children's learning with all other settings they attend and promote continuity of learning more effectively.

Inspection activities

- The inspector viewed the areas of the home used for childminding. She observed activities taking place indoors and assessed the impact of teaching on children's learning.
- The inspector took account of the views of parents and children provided in questionnaires.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector looked at children's observation and assessment records, the register of attendance and other documentation, including evidence of suitability checks for household members.

Inspector

Catherine Mather

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is alert to signs that indicate that children may be at risk of abuse. She is clear about local safeguarding procedures should she have any concerns about a child in her care. The childminder reflects on all aspects of her provision and takes account of the views of parents and children. The childminder also recognises the importance of maintaining her knowledge through professional development opportunities. She attends training that helps to develop her skills and knowledge. Children's progress is monitored so that any emerging gaps in learning can be quickly addressed. Parents comment positively about the care and learning provided. They are well informed about their child's progress and are supported to continue their child's learning at home.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder provides children with clear explanations and her positive interactions support their learning and development so they clearly make good progress. The childminder promotes communication and language well. Her skilful interaction with young children helps them to develop new vocabulary and supports them to extend their sentences. Children talk confidently, sharing their ideas and asking questions. Children concentrate well as they use small tools to mould and cut dough. They have good opportunities to learn about shapes and counting. This helps to promote their mathematical development. For example, the childminder encourages them to count the pieces of dough and talk about the different shapes.

Personal development, behaviour and welfare are good

Flexible settling-in arrangements are successfully implemented to support smooth transitions into the childminder's care. Children confidently make choices about their play and select from age-appropriate resources that reflect their interests. They learn to be independent and develop a good understanding of hygiene and personal care routines. For example, children sing specific songs as part of handwashing routines. The childminder takes children to different groups in the local community. This helps them to develop their social skills. Children behave well, learn to share and take turns and follow simple instructions. The childminder promotes children's well-being and health effectively. They have plenty of opportunities to be physically active and benefit from fresh air.

Outcomes for children are good

Children make good progress in all areas of their learning. They are motivated to learn and persevere with tasks. Children form friendships and are developing an understanding of similarities and differences between themselves and others. They make choices about their play and independently access a wide range of resources. Children are developing a good understanding of early mathematics. They are beginning to recognise numbers and learn about size and quantity. Children are learning key skills to support their future learning in readiness for their eventual move on to school. They develop a growing understanding of how to make healthy choices and keep themselves safe.

Setting details

Unique reference number	EY481927
Local authority	Barnsley
Inspection number	994356
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in the Great Houghton area of Barnsley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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