

# Childminder Report

**Inspection date**

4 October 2016

Previous inspection date

4 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has made good progress since her last inspection. She has a good knowledge of how children learn. The childminder accurately assesses children's progress and effectively plans for their next steps in learning. From this, she offers interesting activities to stimulate and enhance children's experiences.
- The quality of teaching is good. Children benefit from good quality interaction during their play. The childminder supports and extends children's learning effectively. She challenges children appropriately to move forward in their learning.
- Children benefit from the effective partnership working between their parents and the childminder. Parents are fully involved in all aspects of their child's care and learning. Daily communication ensures that information is shared, which enables the childminder to meet each child's individual needs very well.
- The childminder has high expectations of good behaviour and ensures young children quickly learn what is acceptable and what is not. She is a good role model who has a very calm, kind and sensitive nature.
- Children make good progress in their development. Children are motivated as they freely explore the good range of resources and activities available. The childminder encourages them to make discoveries for themselves and to share their ideas.

### It is not yet outstanding because:

- The childminder does not routinely seek the views of parents and children to help review the quality of her practice and identify areas to improve.
- The childminder has not established effective information sharing with the other early years 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:

- extend the opportunities for parents and children to become involved in the evaluation process
- strengthen the relationships with other settings that children attend, to fully support their learning and development.

### Inspection activities

- The inspector viewed all areas used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to a small selection of parents during the inspection and took account of their views and comments expressed in written testimonials.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and members of her household.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder provides a safe environment and supervises children closely at all times. She has completed child protection training and is confident about following the correct procedures, in order to protect children from harm. The childminder meets regularly with other professionals and uses this as an opportunity to keep her knowledge of legislation up to date. The childminder monitors children's progress effectively and this helps her to identify and address any gaps in their learning. The childminder continues to improve her childcare knowledge and teaching skills through completing online research and training courses. This has a positive impact on the experiences of children and supports their progress well.

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

Children enjoy their time with the childminder. She provides activities that reflect their interests and next steps in learning. The childminder gives children lots of encouragement and motivates them to participate and try new things. She promotes children's learning through well-planned activities that challenge and stimulate them. All children make good progress in their learning. The childminder promotes children's understanding and speech development effectively. She models the good use of language and names objects, colours and shapes to broaden children's vocabularies. Early mathematical experiences are supported well. Children count accurately in sequence as they catch toy fish from the pretend pond, identifying patterns and placing the fish into groups.

### Personal development, behaviour and welfare are good

Children settle quickly in the childminder's warm and inviting home. The childminder ensures children's personal care needs and stages of development are known prior to them starting. She supports children's health and well-being effectively. The childminder discusses with parents their children's dietary requirements and suggests ideas for providing nutritious and well-balanced meals. Children grow tomatoes, cucumbers and grapes. They talk about the colours and the flavours they experience in eating the fresh food. Children learn about diversity and the wider world through a range of positive experiences. They visit places of interest in the local community, bake and taste foods from different cultures. Children have regular opportunities to be active and engage in physical play on trips to the local parks. This supports their physical development well. Children are confident and self-assured. They play purposefully and maintain concentration over an extended period of time.

### Outcomes for children are good

Children are making consistently good progress in all areas of their learning and development. They are acquiring very good skills in readiness for the next stage of their learning and their eventual move on to school. Young children learn independence skills and show determination and positive attitudes towards learning. They are inquisitive, curious and motivated in their play and sustain engagement in learning activities for very good periods of time, relevant to their age and stage of development.

## Setting details

<b>Unique reference number</b>	EY433987
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1043751
<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>	3 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 April 2014
<b>Telephone number</b>	

The childminder was registered in 2011. She lives in Doncaster. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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

