

# Childminder Report

**Inspection date**

20 October 2016

Previous inspection date

16 February 2015

<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 reviews the quality of teaching, planning and assessments on a regular basis. She also seeks the views of parents and what children think of their time with her.
- The well-qualified childminder makes good use of her teaching skills. For example, she provides children with simple instructions and talks to them about what they are doing. The childminder encourages children to think and answer her questions.
- Children and parents are invited to visit the childminder's home. These visits help to provide children with the time to adjust to their new routine and develop a strong bond with the childminder.
- The childminder accurately assesses children's progress and identifies their next steps in learning. She uses this information to plan a wide range of opportunities that children find interesting and motivating.
- The childminder has high expectations for good behaviour. She helps children to understand the difference between right and wrong.
- The childminder is quick to identify any gaps in children's learning and plans effectively to help them catch up. All children make good progress.

### It is not yet outstanding because:

- The quality of teaching is not consistently outstanding.
- The strategies used to engage parents in sharing information about their children's learning at home are not always successful.
- The childminder does not thoroughly consider how to further develop children's understanding of the importance of healthy eating.

## What the setting needs to do to improve further

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

- drive the already good quality of teaching even higher and increase the potential to achieve excellent outcomes for all children
- continue to explore more ways to help parents to share information about children's development at home so a broader picture of children's abilities is gained
- explore ways to help children to make healthy choices and understand the importance of having a healthy diet.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation including, training certificates and evidence of suitability checks.
- The inspector took account of parents' views.

### Inspector

June Rice

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps up to date about safeguarding issues and the various risks children may face. She is clear about possible signs and symptoms of abuse or neglect and the procedures that must be implemented to help safeguard children. The childminder has made a marked improvement since her last inspection. For example, she has improved her record-keeping and also completed the progress check for all children between the ages of two and three years. The childminder has made some improvement in how she involves parents in children's learning. As a result, parents provide her with clear information about their children's abilities before they start. The childminder uses this information effectively to plan for children's future learning.

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

The childminder is very focused on ensuring that children make the best progress they can. She works closely with families and other professionals involved in children's care and learning. The childminder understands how different children learn and she provides resources that are purposeful. For example, children who like to transport things are able to freely take resources from one area to another. Children become engrossed and skillfully use their physical abilities to fix giant nuts and bolts into place on a home-made activity board. Children further refine these skills as they thread pipe cleaners through the small holes in a cauldron. As children master a simple puzzle they are challenged to try a more-complex jigsaw. Children visit farms to see different animals, such as llamas and peacocks. Their learning is extended when they go to the library to find a book showing more information about the animals. The childminder adapts activities well to ensure that all children can take part. They learn to share resources as they decorate a pumpkin and talk about the shapes of the eyes and mouth.

### Personal development, behaviour and welfare are good

The childminder provides a wide range of resources that are age- and stage appropriate. Children are independent and confidently make choices about what they want to do. The childminder knows the children and their families well. Parents comment very positively about the level of care and education that she provides for their children. Parents say their children never get bored and are always happy to attend. Children are settled and learn about good hygiene practice through their daily routine. They go to wash their hands before eating and after using the toilet. Children enjoy visits to parks, garden centres and farms. There are lots of walks and this also helps to keep children active. The childminder talks to children about school and explains that it is a fun place where they will play and learn. She also gets permission from school to show children around. This helps to get children emotionally ready for school.

### Outcomes for children are good

Children leave the childminder with the skills they need to confidently move on to the next stage of their education. Children can put their own coats and shoes on. They know the alphabet, recognise numbers and they can write their first name.

## Setting details

<b>Unique reference number</b>	EY220995
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1050625
<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>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 February 2015
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Wombwell, near Barnsley. She operates all year round from 6am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for two-year-old children. The childminder supports children who have special educational needs and disabilities.

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