

# Childminder Report

**Inspection date**

26 October 2016

Previous inspection date

15 September 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 a marked improvement in the quality of her provision since her last inspection. The childminder maintains the correct ratios and ensures that children are well supervised. She has all required records easily accessible for inspection.
- The childminder reviews the quality of teaching, planning and assessments on a regular basis to maintain good standards. She also seeks the views of parents and asks what children think of their time with her. The childminder monitors the quality of her assistants' teaching and the impact it has on children's progress.
- The childminder provides a warm, homely environment where children are relaxed and settle quickly. She plans a variety of activities and play opportunities that reflects each child's interests. This helps to keep them interested and motivated.
- The childminder and her assistants are enthusiastic teachers. They demonstrate how to use tools, such as scissors safely. Children are encouraged to try out their own ideas and to describe the colours and shapes they are using as they create a picture.
- The childminder is quick to identify and address any gaps in children's learning. She has sensitive discussions with parents and other professionals about any additional support children may need. Children make good progress from their starting points.

### It is not yet outstanding because:

- Although good standards of teaching are consistently maintained, the childminder has not thought enough about how she can raise quality and increase the potential to improve excellent outcomes for children.
- The childminder does not always allow children time to think and respond to her questions before she answers them herself.

## 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
- give children more opportunities to process their own thoughts and respond to questions with their own answers.

### Inspection activities

- The inspector observed the quality of teaching and the impact it has on children's learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to the children and assistants 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 herself and her assistants up to date with safeguarding requirements and the possible risks children may face. They have a good understanding of the safeguarding procedures they must implement to help protect children from abuse or neglect. The childminder carries out regular visual checks to ensure that her home, garden and resources are suitable for children to use. The childminder has a good working partnership with the schools children attend. She knows what they are learning in school and makes adjustments to her planning, to ensure that she continues to fully support their development. The childminder has a good partnership with parents, who are well informed about their children's development and are given clear information about the childminder's role and responsibilities.

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

The childminder makes good use of the local community to broaden children's experiences and promote their learning. For example, they travel on a bus to visit the market to buy fruit or count the number of barges going past them on a local river. After making witches' hats and brooms at a local group, children go and pick pumpkins to make their own lanterns. Children learn about their bodies through activities that allow them to be creative. They count the number of bones in their hands, compare the sizes and then use various materials to create a skeleton handprint. Children's interest in their bodies is extended as they look at illustrations of a skeleton. They giggle as they talk about how they would be like a blob of jelly without their bones and skin keeping them together. Children enjoy the outdoors. They use their imagination during role play, mixing leaves and water together in the mud kitchen to make a 'lasagne'. Children hunt for bugs during nature walks and talk about the changing seasons. The childminder inspires children to recall previous activities. She builds their confidence to speak in a group.

### Personal development, behaviour and welfare are good

Children are able to select suitable resources that help them to make a choice about what they want to do and how they want to learn. The childminder has high expectations for good behaviour. Children are sensitively reminded of which behaviour is acceptable and which is not. The childminder focuses on helping children become good citizens. She plans lots of opportunities for children to socialise and make friends. This is one way that children learn to be kind and considerate towards others. The childminder provides freshly cooked meals and snacks for children. She explains the merits of healthy eating as they make fruit smoothies. The children's interactions with the childminder and her assistants show that they feel safe. They go to them for reassurance and cuddles when tired or upset. Children learn about good hygiene practice through their daily routines. They know to wash their hands before eating and after stroking pets.

### **Outcomes for children are good**

Children enjoy learning, they are independent and well behaved. Children are very proud of their writing and counting skills. They are physically active and creative. Children leave with the skills they need to take them on to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY437148
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1052356
<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>	1 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Sprotborough, near Doncaster. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for the bank holidays, Christmas and New Year. The childminder holds an appropriate qualification at level 3. The childminder works with assistants, one of whom has a level 3 qualification.

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