

# Childminder Report

**Inspection date**

13 December 2016

Previous inspection date

13 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 highly dedicated childminder strives to continually improve. She is enthusiastic and hardworking. She has embedded a culture of reflective practice into her setting. Children benefit from continuously improving learning experiences.
- Children thoroughly enjoy learning through play. They are active and inquisitive learners who are confident to explore new activities and experiences. Children make good progress.
- Children are well settled and feel secure because the childminder has a warm, nurturing personality. The environment is homely and the childminder is very attentive to children's individual care needs. This has a positive effect on their emotional well-being.
- The childminder is well qualified and experienced. This is reflected in her teaching skills, some of which are outstanding. She listens to children extremely well and introduces lots of new words to extend their vocabulary. Children make quick progress in their communication and language skills.

### It is not yet outstanding because:

- The childminder does not share enough information with all other settings that some children attend that enables a shared approach to children's learning.
- Monitoring of children's development and progress is not yet highly effective. Information gathered is not used to best effect in focusing on how to raise children's achievements to outstanding levels.

## What the setting needs to do to improve further

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

- extend partnership working with all settings that children attend to fully support and complement children's care and learning experiences
- sharpen the monitoring process and focus on supporting children's individual learning goals so that specific activities and experiences are used to accelerate learning.

### Inspection activities

- The inspector viewed all areas used for childminding.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection. She took account of parents' views expressed both verbally and through written testimonials.
- The inspector carried out a joint observation on an adult-led activity with the childminder.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.
- The inspector reviewed children's records and a range of other documentation, including attendance registers.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

Continuous professional development is at the forefront of the childminder's practice. She uses knowledge gained from studying for her degree to further enhance the provision for children. This helps her to provide high-quality learning experiences and improve children's development outcomes. The childminder incorporates the views of parents and children regularly. Furthermore, partnerships with parents are good. Parents comment very positively on the excellent service the childminder offers. She shares regular feedback with parents about the progress children make. The arrangements for safeguarding are effective. The childminder ensures all areas used by children are assessed for risks and any hazards are removed. She has a good understanding and knowledge of how to safeguard children.

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

The childminder plays alongside children, extending and challenging their play. She expertly differentiates the support needed to focus on each child's priorities for learning. For example, during an adult-led activity the childminder uses good questioning skills to support older children's thinking. The childminder asks children to compare two different-sized scoops. She then skilfully weaves in lots of problem solving and mathematical questions to extend their understanding further. For example, she asks who will get more oats in their scoop. The childminder encourages younger children to enjoy the sensory experience as they handle the oats. She helps them to develop their coordination skills as they use a spoon to fill up a plastic pot.

### Personal development, behaviour and welfare are good

Children are learning about their community as they enjoy daily outings in their local area and attend playgroups. Children learn about the nature through first-hand experiences. Children discuss the childminder's chicken. They say she lays 15 eggs and explain that she is getting old so you have to be gentle and quiet. They are beginning to learn about caring for living things. The childminder is welcoming and friendly, and parents and children form trusting relationships with her from the start. Children's good health is promoted effectively. The childminder shows them picture cards so that even the youngest children can make healthy choices at snack time. Children are provided with a safe, well-organised and stimulating environment where they flourish. They make independent choices, learn to persevere and lead their own learning.

### Outcomes for children are good

All children make good progress in their learning, given their starting points. They are motivated and curious with a real thirst for active learning and are engaged for significant periods of time. Children develop friendships and learn how to play cooperatively together. They are supported to be emotionally and developmentally ready for their next stage in learning. Children are gaining the key skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY457041
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1066544
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 June 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in the Penistone area of Sheffield. She operates all year round from 7.30am to 6pm, Monday to Wednesday, except for family holidays. She has a relevant childcare qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

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