

# Childminder Report

**Inspection date**

6 December 2016

Previous inspection date

6 November 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 childminder has developed good relationships with schools that children move on to. She shares information about children's learning and helps them to be emotionally ready for their next steps in learning.
- Children who have special educational needs or disabilities are supported extremely well by the childminder and her assistant. Partnership working with other professionals helps the childminder to provide for children's individual care and learning needs.
- The childminder has a good understanding of children's levels of learning when they first start. This is because she gathers a good range of information from parents about what children already know and can do. The childminder uses this information to plan for children's next steps in learning.
- Children are happy and emotionally secure in this calm and friendly setting. The childminder is a good role model, uses good manners and shows children respect.

### It is not yet outstanding because:

- Although the childminder provides good resources, the majority of these are not readily available. As a result, opportunities for younger children to make decisions about the direction of their play are less well promoted.
- The childminder does not always give parents of younger children the best possible support they need to guide their children's learning at home and complement the learning taking place in the setting.



## What the setting needs to do to improve further

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

- improve opportunities for younger children to independently select toys and resources for themselves, in order to sustain their interest and involvement in a broad range of activities
- develop more ways to support parents to guide their children's learning at home, particularly for younger children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as training certificates and policies and procedures.
- The inspector checked evidence of the suitability of adults working with children and members of the household.
- The inspector took account of parents' comments on the quality of the provision.

### Inspector

Hayley Ruane



## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder knows the signs and symptoms of abuse and how to recognise if children are being drawn into situations that put them at significant risk of harm. She provides a safe and secure environment for children to develop and thrive. The childminder reflects on her practice and speaks to parents about ways in which she could improve the environment and activities for children. She supports her assistants' practice by working alongside them. The childminder shares information from training with her assistants and talks about individual children's care and learning. This helps them to know children well and improve outcomes for them. Parents comment positively and say that the childminder is warm, friendly and very caring.

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

The childminder observes children as they play and monitors the progress they make. This helps her to identify if any gaps appear in learning and put strategies in place to help close these. The childminder and her assistants play alongside children and talk to them as they play. Children follow instructions and develop good listening skills. The childminder uses sign language to help children to understand the words she uses. This helps children to develop their communication and language skills, which is particularly effective for those who have special educational needs. The childminder provides activities which include using a dark den, lights and musical instruments to help babies to develop their senses.

### Personal development, behaviour and welfare are good

The childminder knows children very well and follows their routines from home to support continuity. She provides children with a good range of healthy snacks and meals that is suited to their individual dietary and medical needs. The childminder encourages children to learn skills they will need for when they move on to school. For example, she asks them to put on their own shoes and coats prior to going outdoors. The childminder gives children lots of praise and encouragement, which helps to raise their self-esteem. She talks to parents about using consistent strategies to manage children's behaviour. Children behave very well and play cooperatively together. Children enjoy regular exercise and fresh air. The childminder takes them for walks in the community and encourages them to use more strenuous equipment at the park, where they develop their body strength.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. They are motivated to learn and demonstrate good social skills when they play alongside others. Older children are confident and talk to the childminder about their family experiences at home. Resources are available to help older children learn to recognise and write their names, thereby developing their literacy skills. Children are creative and use glue, paper and glitter to make artwork to celebrate Christmas. This helps children to learn about their own culture and celebrations.



## Setting details

<b>Unique reference number</b>	EY303726
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1064714
<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>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 November 2013
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Cudworth. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder supports children who have special educational needs or disabilities.

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