

Childminder Report

Inspection date

19 April 2017

Previous inspection date

5 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 a good knowledge and understanding of how children learn. She effectively uses observations well to assess children's achievements. She responds well to children's individual learning needs.
- Children have access to a range of challenging and appropriate activities and experiences. They are motivated and interested in learning and develop a variety of skills as the childminder plays alongside them.
- The childminder takes the children out into the local community on outings. They attend local toddler groups to help children develop their social skills. They access the local museum to help develop their understanding of the wider world.
- The childminder promotes children's understanding of healthy lifestyles effectively. She encourages them to eat healthy snacks and to access fresh air regularly.

It is not yet outstanding because:

- The childminder is not rigorous in her approach to continuous professional development and keeping fully aware of, and up to date with, changes that affect childcare practice.
- The childminder does not effectively involve parents and children when evaluating what she does well and what can be improved.

What the setting needs to do to improve further

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

- devise more effective ways for keeping fully aware of, and up to date with, changes that affect childcare practice
- consult with parents and children to gain their opinions about the quality of care and learning provided and use this information when evaluating practice and setting targets for future improvements.

Inspection activities

- The inspector viewed all areas of the home used for childminding and observed activities. She spoke to children at appropriate time as they played.
- The inspector discussed children's learning with the childminder, following the observation of an activity.
- The inspector checked the documentation and the suitability of adults living on the premises.
- The inspector looked at a range of documentation, such as children's records.
- The inspector discussed self-evaluation with the childminder and took the views of parents into account.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a safe and welcoming environment for the children. She is clear about her responsibility to safeguard children and understands the policies and procedures to follow if she has any concerns. The childminder links with other childminders to share effective practice and, generally, discuss how she can further improve the service she provides. Overall, she establishes a positive partnership with parents through regular discussions. They appreciate the childminder's consideration for their children's development, welfare and happiness. The childminder shares information with other settings children attend to ensure continuity of care and learning.

Quality of teaching, learning and assessment is good

The childminder is knowledgeable about the children in her care. She uses the information gained from her observations to plan the next steps in children's learning. The childminder understands the importance of identifying any required intervention and accessing additional support when necessary. She talks to children throughout play and asks them appropriate questions to help encourage them to think critically. The childminder reads stories and sings songs with the children, which helps support children in developing confidence with their communication and language skills. Children are helped to develop early literacy skills as they show interest in writing their own names. They use tweezers to pick up small coloured balls which helps develop their hand-to-eye coordination and encourages them to persevere.

Personal development, behaviour and welfare are good

The childminder helps children to settle quickly into positive routines that help them feel secure and confident. She offers flexible settling-in sessions that closely meet their emotional needs. The childminder is a positive role model to the children in her care. Children are safe and well behaved. She uses a range of strategies, such as praise and explanation, to help children be kind and understand the needs of others. Children learn to take turns while playing board games with the childminder and other children. Children learn to wash their hands and to take care of their own hygiene appropriate to their age.

Outcomes for children are good

Children make good progress in all aspects of their learning and development. They develop the skills and attitudes they need for their further learning. Children are well prepared for starting school. For example, they concentrate and follow instructions. Children develop independence skills and they confidently put on their own coats and shoes. Children develop their physical skills and enjoy daily walks to the local nature park.

Setting details

Unique reference number	317751
Local authority	Doncaster
Inspection number	1087103
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 March 2014
Telephone number	

The childminder registered in 1984. She lives in the Sprotbrough area of Doncaster. She operates her service all year round from 8am to 5.30pm on Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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