

Childminder Report

Inspection date

3 May 2017

Previous inspection date

13 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 addressed all weaknesses identified at the last inspection which has significantly improved the arrangements to safeguard children.
- Children are very happy and settled in the care of the childminder and her assistants. Adults create a friendly and safe environment for children and parents are made welcome.
- The childminder and her assistants create a stimulating, vibrant environment where children are motivated to join in with planned activities or explore on to their own.
- The childminder monitors the children's individual learning and plans interesting activities to promote their development when they need more focused support.
- Parents comment that the breadth of learning experiences available was their reason for choosing this childminder.

It is not yet outstanding because:

- The childminder does not always identify when children's learning could be further enhanced through revision to daily routines or how children's favourite activities could be extended.
- There are missed opportunities to promote children's independence and physical skills within regular routines.

What the setting needs to do to improve further

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

- identify how children's learning could be better supported, for example, by reflecting on all daily routines and consider how children's favourite activities could be extended
- provide further opportunities to promote children's independence and physical skills within regular routines.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and out.
- The inspector observed adults' and children's routines throughout the day.
- The inspector spoke with the childminder, her assistants and children during the inspection.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observations with the childminder.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

Inspector

Elizabeth Patricia Edmond

Inspection findings

Effectiveness of the leadership and management is good

Children's learning benefits from an increasingly well qualified workforce. The childminder regularly monitors the effectiveness of her assistants' teaching skills and the children's individual learning. She has a clear understanding of her assistants' capabilities and successfully promotes their continued professional development. However, the childminder has not considered how her own time and routines could be better used, at times, to support children's learning even further. Information about children's learning needs is successfully shared. This means that teaching continues to be effective regardless of which assistant is working that day. The adults know all the children and their families well. The arrangements for safeguarding children are effective. The adults attend relevant training and they understand the role of the local authority in safeguarding children. The childminder confidently shares difficult messages with parents and other agencies which further promotes children's learning and wellbeing.

Quality of teaching, learning and assessment is good

The childminder provides a good balance between adult-led activities and those initiated by children. Children's individual learning is effectively supported within the planned activities according to their age and stage of development. For example, the older children confidently demonstrate their mathematical understanding and language as they use the big and little animals to illustrate a well-known story. Younger children join in eagerly by rummaging in the pretend grass to find the animals. Younger children learn a great deal from the older children by being fully included, listening to the older children and copying their play. Children independently access a good range of activities and resources, that meet their learning needs, from a well-planned indoor and outdoor environment. For example, they develop their own storyline and concentrate well as they play with the trucks in the sand or engage in role play. Children confidently explore how to make the small vehicles go faster and further by altering the height of the drainpipe. The adults are engaging and animated as they speak to the children. Consequently children pay attention and join in enthusiastically.

Personal development, behaviour and welfare are good

Children develop warm, caring relationships with the adults and their peers. Children take turns with the minimum of adult support and they behave very well. Children's good health and hygiene is effectively promoted. They enjoy their home cooked lunch and being active outdoors. Older children can explain how they wash and dry their hands before lunch. Younger children are relaxed and happy as they have their nappies changed before their nap because they are confident and secure in their relationships with the adults.

Outcomes for children are good

Children make good progress from their individual starting points. Older children learn to listen to adults and follow routines and instructions in readiness for school. Close links with parents and other childcare providers provide an all-round approach to meeting children's needs. Parents are fully involved in their children's care and learning and are very pleased with their development.

Setting details

Unique reference number	EY234491
Local authority	Doncaster
Inspection number	1082700
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	18
Number of children on roll	37
Name of registered person	
Date of previous inspection	13 December 2016
Telephone number	

The childminder was registered in 2003 and lives in Auckley, Doncaster. The childminder holds a recognised childcare qualification at level 3. She works with a number of part-time assistants. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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