

# Childminder Report

**Inspection date**

22 August 2017

Previous inspection date

16 November 2015

<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**

- Since the last inspection, the childminder has successfully addressed the actions made for improvement. She has developed her use of observations and assessments to ensure they take into account children's interests and skills. This results in children being engaged and motivated to learn.
- The childminder plans activities that support children's good progress. The childminder has developed successful strategies to track the progress children make. She understands how to identify and support children who might not be making expected progress.
- The childminder provides lots of opportunities for children to access fresh air and enjoy physical play. They explore local parks, garden centres and enjoy walking in the nearby woods. This also helps children to learn about nature and the world around them.
- Partnerships with parents are strong. The childminder keeps them regularly informed of children's progress. She has daily discussions with them, as well as sharing the children's learning journals. This helps parents to know what their child is working on and how to support their learning at home.

**It is not yet outstanding because:**

- The childminder does not use opportunities enough to work in partnership with other professionals and ensure consistency for children.
- The childminder does not always respond to the opportunities that arise for children to recall and talk about past events to help them make connections in their learning experiences.

## What the setting needs to do to improve further

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

- develop opportunities to work in partnership with other professionals and promote a consistent approach to children's care and learning
- provide even more opportunities for children to think deeply about what they are doing and connect this to past events to help form links in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of her role and responsibility to respond to concerns about a child's welfare. She has completed training to improve her knowledge of recent changes to safeguarding matters. This helps her identify any children who may be at risk of harm. The childminder develops children's understanding of how to stay safe. They help to tidy away after activities and understand risks, such as climbing the steps leading up to the property. Safeguarding is effective. The childminder has an effective self-evaluation system in place to review activities and assess strengths and weaknesses that help her to identify areas for improvement. She links with other childminders and accesses training and development opportunities.

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

The childminder has a good understanding of children's development. She regularly observes children to identify their individual interests and what they need to learn next. The childminder skilfully plays alongside during children's activities. Learning is fun and children are excited to join in with activities led by the childminder and those that they choose for themselves. They show sustained concentration and interest in baking scones. They stir the mixture and are helped to learn basic mathematical language as they weigh and measure the ingredients. Children initiate imaginative play as they pretend to make cups of tea. The childminder places a strong emphasis on communication and language during teaching and learning opportunities. For example, she sings songs with children, they enjoy reading books together and visit the library for singing and rhyme time.

### Personal development, behaviour and welfare are good

The childminder consistently offers high levels of praise and encouragement to children, which helps to support their confidence, motivation and self-esteem. Children are kind and thoughtful and behave well. Children settle in well and thoroughly enjoy their time at the childminder's setting. The childminder encourages effective information sharing with parents from the start. She establishes children's routines, care needs and interests and uses this information to get to know children well. The childminder provides a good range of healthy meals and snacks and encourages children to make healthy choices. Children's social skills are quickly promoted. They regularly attend local groups in the area, mixing with other adults and children.

### Outcomes for children are good

All children are active and curious in their play and exploration. Children enjoy making choices throughout the day and follow their own ideas. They have plenty of opportunities to experiment and discover and are persistent as they keep on trying. They develop early mathematical skills, such as counting and an understanding of space and measurement. They recognise different shapes and colours. They develop early literacy skills and enjoy listening to stories and singing rhymes. They are developing the skills required for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY485992
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1058616
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	

The childminder registered in 2015 and lives in the Mapplewell area of Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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