

# Childminder Report

**Inspection date**

7 November 2017

Previous inspection date

22 April 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

- Children form strong attachments to the childminder. She works in partnership with parents and carers to make sure she understands their care needs and routines. Children are reassured by her sensitive interactions and grow in confidence.
- Children make good progress in their development and the childminder uses good teaching strategies to extend their learning, overall. She provides particularly strong support for children's early speech and adapts her interactions for the needs of each child.
- The childminder has developed the space she uses for childminding to create a bright and welcoming environment. She has evaluated how effectively the equipment supports children's independence as they find their favourite toys.
- In general, the childminder knows what each child needs to learn next and what skills are important to get them ready for nursery and school. She plans some learning experiences that target specific areas children need to develop.
- Children benefit from regular outings to playgroups and activities in the local community to help them become familiar with different people beyond their own family and setting.

### It is not yet outstanding because:

- The childminder does not always use highly focused assessments of children's development to plan challenges for their learning.
- The childminder does not make the most of what fascinates children to plan resources that will allow them to become deeply involved in their own investigations.

## What the setting needs to do to improve further

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

- enhance assessments of children's learning so they are used effectively to plan highly challenging learning experiences
- make better use of what is known about children's fascinations to help plan resources that captivate their current interests and which will support them to become deeply involved in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback they had provided.
- The inspector looked at relevant documentation, including training certificates and discussed the childminder's safeguarding procedures.
- The inspector spoke to the children during the inspection.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her setting and since her last inspection she has improved the outdoor area and indoor spaces the children use. She recognised that the storage of resources needed improving so children can find their own toys and help tidy them away. The childminder has identified and recently started a programme of professional development, including training to further improve her knowledge and understanding. Safeguarding is effective. The childminder keeps up to date with local procedures and understands how to recognise and deal with concerns about children's welfare. Overall, the assessments the childminder makes of children's learning enable her to check that they are all making good progress over time.

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

Generally, the childminder plans learning activities that promote the next steps in learning for individual children. She uses a simple game with building bricks to encourage toddlers to take turns and share the childminder's attention with other children. The very youngest children enjoy cuddles with the childminder and she uses these moments to support their early speech. She names objects, repeats their different sounds and models taking turns to talk. The childminder understands the need to build up children's new skills in gradual steps. She teaches children to compare and match different coloured bricks before expecting them to name each colour. The childminder observes children as they play so she can follow their lead. She asks them questions and makes suggestions to extend their games and introduce new ideas, overall.

### Personal development, behaviour and welfare are good

The childminder builds strong partnerships with parents, families and other settings children attend to help her understand and support each child. They work together to provide continuity for children and parents value the nurturing environment. Children show they feel safe and even the youngest are learning to respond to simple boundaries. The childminder provides sensitive support for toddlers as they start to learn how their actions impact other children. She talks to them about why babies might cry and how they can help by sharing the toys. The childminder makes the most of opportunities to teach children about their similarities and differences. She encourages them to share their own experiences and respect the views of others. Older children discuss different festivals and the childminder offers foods from around the world for them to try.

### Outcomes for children are good

Children enjoy learning through play and parents are very pleased with the progress their children make. Older children can put on their shoes and coats so they are ready to be independent at nursery or school. Toddlers show an interest in learning about colours, numbers and use role-play resources to act out simple daily activities. Babies use their secure attachments to the childminder to become confident explorers and start to experiment with some early speech sounds.

## Setting details

<b>Unique reference number</b>	EY367931
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1065107
<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 - 8
<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>	22 April 2013
<b>Telephone number</b>	

The childminder registered in 2008 and lives in the Stairfoot and Kendray area of Barnsley. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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