

Childminder Report

Inspection date

1 December 2017

Previous inspection date

14 January 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

- Children quickly build secure attachments to the childminder and become confident, independent learners. The childminder has high expectations and children enjoy being involved in routines, are keen to help and quickly cooperate with simple boundaries.
- Children make good progress in their learning and the childminder knows what children need to learn next. She offers a wide variety of activities to promote children's development and extend their learning.
- The childminder creates good opportunities to support children's communication and language skills. She talks about what they are doing, listens carefully to their new words and clearly repeats key phrases.
- Younger children show particularly strong social skills for their age. They can share well, work together and are learning about the importance of being kind to others.
- The childminder communicates effectively with parents and shares information about what children have been doing so they can continue their learning at home. Parents are very pleased with the level of care and education their children receive.

It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of information about children's preferences to plan activities which encourage children to follow their own interests and develop their ideas.
- The childminder does not always use the most effective questioning techniques to support children's thinking and problem-solving skills.

What the setting needs to do to improve further

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

- make better use of information about children's preferences to consistently plan learning experiences that provide children with more opportunities to develop their own ideas
- strengthen the quality of teaching further by using highly effective questioning strategies to better support children's thinking skills.

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 took account of the views of parents using written feedback they had provided.
- The inspector spoke to the children throughout the inspection.
- The inspector looked at relevant documentation, including training and qualification certificates, and discussed the childminder's safeguarding procedures.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her practice well. Since her last inspection, she has developed ways of keeping up to date with any changes to guidelines. Her professional development includes working closely with other childminders to discuss good practice, to improve her teaching. Safeguarding is effective. The childminder has a good understanding of how to recognise concerns about children's welfare and the procedures to follow to protect them. She knows each family well and the routines that support children to feel happy and safe. The childminder has strong and well-established relationships with the local pre-school and school. She works well in partnership with them and parents to share children's development and discuss the best way to prepare children to move on from her care.

Quality of teaching, learning and assessment is good

The childminder observes children carefully to help her assess and review their development over time. She identifies when younger children's understanding is developing, and they start to notice changes to routine and follow instructions that are more complex. The childminder is qualified and successfully uses some of her knowledge of children to plan learning experiences that target specific areas of their development. Children are keen to use their improving dexterity to pick out buttons and sequins and spread glue during craft activities. Overall, the childminder uses good teaching strategies to expand on children's learning. She makes suggestions, offers choices and models how to play a game. Parents feel included in their children's learning. The childminder shares what children have enjoyed and how parents could continue children's learning at home.

Personal development, behaviour and welfare are good

The childminder creates a secure environment where children understand the clear expectations and quickly become confident. Children's good behaviour shows that they feel safe and they are starting to understand how to manage risks well. The childminder talks to them about what might happen if they throw toys or stand on the sofa, to support their learning further. She creates opportunities for children to work together with building bricks, and her sensitive support gives them time to resolve their own issues. Children enjoy showing each other how to play simple games and making sure everyone takes their turn. The childminder talks to children about important values, such as respecting each other, as part of helping them to manage their own behaviour. Parents value the healthy meals provided, the range of activities, including outdoors, and the warm welcome they receive from the childminder.

Outcomes for children are good

Children make particularly good progress in their communication, language and social skills in preparation for school. Younger children show they have the skills to work together and take turns well during games. They use numbers in their play, show an interest in the sounds letters make and demonstrate good control when they draw. All children become independent, happily tidy away and cooperate with daily routines.

Setting details

Unique reference number	EY301503
Local authority	Doncaster
Inspection number	1102005
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	14 January 2014
Telephone number	

The childminder registered in 2005 and lives in the Barnby Dun area of Doncaster. She has an early years qualification at level 3. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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