

# Childminder Report

**Inspection date**

14 December 2017

Previous inspection date

6 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:	Outstanding	1
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 are cared for by a kind, caring and patient childminder who thoroughly enjoys spending time with them.
- All children are making good progress in their learning and development. The childminder knows each child well, how they like to learn and their interests, which she uses to plan a range of stimulating activities.
- The childminder adapts the daily routine to meet the needs of children. For example, if children are not ready for lunch they are able to continue playing until they are hungry.
- Children are developing a good understanding of mathematical concepts. The childminder supports children to complete jigsaws and uses mathematical language as they play.
- Parents are fully involved in their children's learning. The childminder liaises with them on a daily basis and provides a range of information about the activities she provides and the progress children make.

**It is not yet outstanding because:**

- The childminder does not fully support children to understand the importance of listening during small-group times.
- The childminder does not yet have a robust system for evaluating her practice and raising it to the highest standard.

## What the setting needs to do to improve further

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

- support children to understand the importance of listening, especially during group times
- refine the system for self-evaluation and precisely identify and set challenging targets for further improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with the childminder throughout the inspection and read parent questionnaires, taking account of their views.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, including risk assessments, children's developmental records, policies and procedures.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps herself up to date with changes in legislation and regularly attends safeguarding training. She knows where to refer any concerns she has about children's well-being and she has a clear policy to underpin her good practice. The childminder ensures the premises are safe and secure. She conducts daily risk assessments and reduces any risks to children. The childminder offers work placements to college students. She appropriately checks them to ensure they are suitable to work with children. She mentors and supports students, teaching them about child development and how to keep children safe. In addition, the childminder also develops herself professionally. She sources training courses and has recently deepened her knowledge on acquiring help for children with special educational needs. This has given her confidence in working closer with other professionals and closing any emerging gaps in children's learning even quicker.

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

The childminder is qualified and uses her knowledge of child development well. She observes children as they play and monitors their progress regularly. She plans children's next steps in learning and shares these with parents to complement children's learning at home. The childminder writes newsletters for parents, updating them on activities and events children participate in while in her care. Children are developing an early interest in literacy. The childminder reads stories to children as they choose their favourite books. She plays with them and sits at their level, using language and eye contact to communicate with them. She listens to their wishes and plans activities to meet their individual learning needs and interests.

### Personal development, behaviour and welfare are good

The childminder has strong relationships with children. She knows families well and ensures she meets children's emotional and welfare needs at all times. The childminder builds children's self-esteem, for example, by praising them when they try new activities or sit well at mealtimes. Children eat healthy meals and snacks and are learning about healthy eating and exercise. They visit local playgroups and are developing friendships with other children in the community.

### Outcomes for children are good

The childminder prepares children well for school. Children are highly confident and motivated to learn, make choices in their play and have their own ideas. They make friends easily and enjoy playing together, sharing resources and taking turns. Children are confident to talk to others and have good levels of concentration. They engage in activities and initiate play opportunities with each other.

## Setting details

<b>Unique reference number</b>	302718
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1114452
<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>	6 November 2015
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Hoyland, Barnsley. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works alongside a co-childminder.

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Piccadilly Gate  
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Manchester  
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