

Childminder Report

Inspection date

9 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 knows her setting well. She seeks the opinions of parents, and other professionals to help her identify areas to improve and move forward.
- The childminder has a good understanding of the learning and development requirements. She knows what children can do and what they need to learn next. Assessments are accurate and the childminder uses these effectively to support children make good progress in their learning and development.
- The childminder warmly welcomes parents and their children. They are encouraged to visit before their placement starts. This reassures parents, as they see their children develop a bond with the childminder and quickly adjust to their environment.
- The childminder completes the progress check at age two, in a timely manner. She identifies where children may need additional help to support their development, to ensure any gaps in their learning continue to close.

It is not yet outstanding because:

- The childminder does not fully explore how to enhance her teaching skills further, to help children to make swifter progress.
- In her eagerness to help children learn, the childminder is sometimes too quick to make suggestions. This means that occasionally, children do not have the time to think for themselves about where to take their idea next, and they lose interest.

What the setting needs to do to improve further

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

- strengthen the programme of professional development to improve outcomes for children to an even higher level
- improve teaching further, so that children have enough time to explore and experiment without interruption.

Inspection activities

- The inspector evaluated a planned activity with the childminder.
- The inspector observed the quality of practice and its impact on children's care and learning.
- The inspector spoke to children during the inspection.
- The inspector looked at children's records and a range of other documentation, including training certificates and evidence of suitability checks.
- The inspector took account of parents' views.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of the procedures to implement, should she feel a child is at risk of abuse or neglect. The childminder attends regular training, to keep up to date with wider safeguarding issues around social media and the use of the internet. This helps her to keep children safe. The information the childminder shares with parents is informative and helps them to understand what to expect concerning their children's care, learning and development. The childminder communicates effectively with parents in a number of ways to keep them well informed about their children's learning and well-being.

Quality of teaching, learning and assessment is good

Children love exploring outdoors and finding out about the world around them. For example, during a walk, they find some ice and on their return they carry out an experiment to find out how water turns to ice. They discuss how the light outside changes during the winter months and they use a variety of resources to make a weatherboard. Children enjoy the challenge of making mechanical toys work. For instance, they fit balls into the top of the toy and learn to push them down to make it work. They have fun trying items of different sizes. The childminder names colours and talks about big and small, as she promotes children's mathematical development. She encourages children to repeat sounds and words as they play, to help extend their growing vocabulary.

Personal development, behaviour and welfare are good

Children learn to stay safe and quickly develop confidence in their physical skills. Little ones learn to slow down and negotiate slightly uneven areas in the garden, while enjoying a game of chase. Older children learn the importance of wearing a life jacket while boating on a lake. Parents comment that the childminder is always happy and approachable, activities are always fun and educational, and their children settle quickly. As children get ready for moving on to school, the childminder helps them to be emotionally ready. She teaches them what to expect and focuses on them being active and interested learners, who are ready for the next stage in their education. Children learn to follow good hygiene practices and to eat healthily at regular intervals.

Outcomes for children are good

All children make good progress from their starting points. Children leave the childminder ready for the next stage in their education, such as school. Children are confident communicators and they know about colours shapes and numbers. Children respect others and have good social skills. Children understand the importance of following rules and being a good citizen. They are independent and have good physical skills.

Setting details

Unique reference number	EY496239
Local authority	Barnsley
Inspection number	1033827
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	4
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Royston, near Barnsley. She operates all year round from 7.30am until 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

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