

Childminder Report

Inspection date	22 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

- Children make good progress in their development. The childminder carefully observes children to find out what they can do and identify what they need to learn next. She regularly reviews her assessments of their progress and discusses these with parents.
- Children have time to think and explore their own ideas as they experiment with interesting materials. Overall, the childminder is responsive to their play and uses a variety of effective teaching strategies to extend children's learning.
- Children thrive in the warm and welcoming environment. They are confident and their good behaviour shows they feel safe and secure. Younger children benefit from being involved in consistent daily routines and start to become more independent.
- The childminder provides particularly strong support for children's communication and language development. She works in partnership with parents to promote children's understanding and early speech sounds.
- The childminder has established a good partnership with the local school to share information and support children as they move on from her care.

It is not yet outstanding because:

- The childminder has not used highly focused professional development to deepen her understanding of how children learn to further improve the quality of her teaching.
- The childminder does not always make the most of what she knows about what fascinates individual children to plan captivating and highly challenging activities.

What the setting needs to do to improve further

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

- use highly focused professional development to help develop a deeper understanding of how children learn
- make more use of information about children's fascinations to plan activities that encourage high levels of curiosity and concentration.

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 looked at relevant documentation, including training certificates, and discussed the childminder's safeguarding procedures.
- The inspector talked to the children during the inspection.
- The inspector took account of the views of parents through the written feedback they had provided and the childminder's own questionnaires.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her setting and uses support materials from the local authority to review her procedures. She has completed some training and this has improved her understanding of how to assess children's communication skills. The childminder has recently developed more efficient ways of making regular assessments of all aspects of children's development. Partnerships with parents are strong and the childminder has found effective ways to communicate with them about children's well-being and development. Safeguarding is effective. The childminder has a good understanding of a range of safeguarding concerns and has clear procedures in place to protect children.

Quality of teaching, learning and assessment is good

The childminder uses detailed assessments of children's communication and language skills to identify exactly, which strategies will help them make progress. She shares ideas with parents to support children to build the confidence to use the new words they learn and to continue to develop their understanding. The childminder watches and listens carefully to all the different ways children communicate. She responds to their gestures, repeats children's early words and talks about what they are doing. Children enjoy opportunities to explore and experiment with a variety of materials. The childminder watches carefully as children try to fit their hands inside different sized cardboard boxes. She chooses the right moment to interact and helps extend their thinking by suggesting a different box or challenging them to see if it fits on their foot.

Personal development, behaviour and welfare are good

Children develop secure attachments to the childminder and her reassurances build their self-esteem. She praises and values all their contributions, especially as they practise their communication skills and start to talk. The childminder works in partnerships with parents to provide consistency in care routines to help children feel safe and secure. They discuss sleep routines, toilet training and children's food preferences. Children are offered a variety of food choices throughout the day to help them develop healthy eating habits. The childminder uses outings beyond the local community to broaden children's experience of different people and other cultures. They try a variety of different foods and find out about the countries it comes from. The childminder uses simple rules and expectations of behaviour to help children learn to be kind and respect each other.

Outcomes for children are good

Younger children communicate their needs and enjoy being involved in daily routines. They can tell the childminder when they are hungry and follow simple instructions to fetch their shoes and coat. Children use a variety of experiences to develop the control and dexterity they need for early writing skills. Younger children play and experiment with holding pencils and older children delight in posting letters they have written to their parents. All children have opportunities to play in larger groups and are developing the social skills they will need for the next stage in their learning.

Setting details

Unique reference number	EY493379
Local authority	Barnsley
Inspection number	1030350
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Silkstone, near Barnsley. She operates all year round, except for family holidays and provides funded early education for two-, three- and four-year-old children.

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