

Childminder Report

Inspection date

29 January 2018

Previous inspection date

25 February 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

- The childminder has secure knowledge of how young children learn. She tracks the progress that children make in their learning and development. The childminder has a good overview of what children can already do and generally identifies what they need to learn next.
- The childminder provides a wide range of toys and resources. Children actively explore the rich, varied and stimulating environment. For example, babies concentrate as they explore and investigate a wide range of natural resources that ignites their interest and stimulates their sensory skills.
- The childminder successfully engages parents in her practice. Parents actively contribute to initial assessments. They share with the childminder what their children already know and can do. The childminder shares information regularly with parents to promote continuity in children's care, learning and development.
- The childminder demonstrates a professional attitude to her practice and is vigilant in ensuring that she attends all required training. The childminder works very closely with other local childminders. They reflect together on their work with children and share good practice to make continual improvements to their provision.

It is not yet outstanding because:

- The childminder does not always use what she knows about individual children's learning needs to focus precisely on ways to help them achieve at the highest levels.
- The childminder sometimes does not adjust adult-led activities well enough to help children to actively engage in them and get the most out of the learning opportunities available.

What the setting needs to do to improve further

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

- focus more precisely on what individual children need to know and learn next, to sharply target teaching and help children to make the best-possible progress
- recognise when to adapt activities to help children to fully participate and build further on their learning and skills.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector toured all areas of the home used for childminding and observed activities. She spoke to children at appropriate times while they played.
- The inspector looked at a range of documentation, such as children's records, and discussed self-evaluation with the childminder.
- The inspector checked evidence of the childminder's qualifications and of the suitability of adults living on the premises.
- The inspector took account of the written views of parents.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects knowledgeably on her practice to further develop her work with children. For example, she reflects on her previous experience of early years work to make continual improvements to her provision. The arrangements for safeguarding are effective. The childminder clearly understands her responsibilities with regards to child protection. She is familiar with local safeguarding procedures and alert to the signs that may indicate concerns about children's welfare. The childminder fully understands her role in exchanging important information with other settings that children attend. Children benefit from a shared approach to their learning.

Quality of teaching, learning and assessment is good

Overall, the childminder makes good use of the information gained from the observations she makes of children's learning. She understands the importance of identifying when any intervention is required and of accessing additional support when necessary. Children learn new words as they point at pictures in a book. The childminder asks appropriate questions and provides time for children to think and respond. The childminder expertly arranges resources to allow children to follow their own interests and explore their own ideas. For example, babies are motivated to keep on trying as they carefully place bangles on a mug tree and post cotton reels into a bottle.

Personal development, behaviour and welfare are good

The childminder helps children to negotiate with others about what they are going to play with. She speaks tenderly to children and offers additional equipment. She helps children to adapt their behaviour, so that they can begin to play cooperatively together. Children get fresh air and exercise and develop their physical skills. They regularly go on nature walks, attend local parks and are taken to musical groups at the local library. Children develop warm, reciprocal relationships with the childminder. They come to her regularly throughout the day for cuddles and reassurance. Babies indicate by using actions that they would like the childminder to play a rhyme game on their hand. The childminder responds instinctively, naming actions and numbers. The childminder is a good role model. For example, she politely invites children to come for nappy changes and asks permission before cleaning children's faces.

Outcomes for children are good

Children confidently play, learn and explore in the childminder's company. They make good progress in their learning and gain an understanding of how to play purposefully. They are prepared well for the next stage in their learning. Children learn to differentiate between colours and they name shapes as they play with building bricks. Babies use their senses as they explore, and they make marks. Children confidently describe how to draw a triangle. Children learn to play cooperatively with others, waiting to take their turn as they push cars down a ramp. There are many opportunities for children to practise their speaking and listening skills. Older children engage in conversations with the childminder, whilst babies babble and use gestures to communicate with others.

Setting details

Unique reference number	EY460987
Local authority	Rotherham
Inspection number	1102490
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	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	25 February 2014
Telephone number	

The childminder registered in 2013. She has an early years qualification at level 3. The childminder operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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