

Childminder Report

Inspection date

30 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 has, especially, strong partnerships with the local school and the nursery that successfully promote children's learning and well-being. She works very closely with teachers to ensure there is consistency between both settings.
- Children feel safe and form secure attachments to the childminder. Babies are reassured by sensitive and responsive interactions with the childminder and older children confidently express their preferences and dislikes.
- Children enjoy choosing toys independently and learning through their play. Overall, the childminder uses a variety of good teaching strategies to support children's learning. She introduces new ideas and vocabulary as children play and look at books.
- Children are developing healthy eating habits and are encouraged to make their own choices at lunchtime. The childminder works closely with parents to make sure young babies receive a balanced diet as they start eating solid foods.
- Overall, the childminder regularly makes accurate assessments of children's development to identify what they need to learn next. She discusses with parents how they can work together and promote children's learning at home.

It is not yet outstanding because:

- The childminder does not always make the most of what fascinates children to meticulously plan highly captivating learning experiences.
- The childminder has not used highly focused professional development to improve her knowledge of how children learn.

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 children's fascinations to meticulously plan the learning environment, activities and resources that promote high levels of curiosity and concentration
- focus professional development more precisely on developing an expert knowledge of how children learn.

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 and other professionals through written feedback they have provided.
- The inspector talked to the children during the inspection.
- The inspector viewed relevant documentation, including training certificates and discussed the childminder's safeguarding procedures.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder is ambitious and has high expectations of herself and what children can achieve. She welcomes feedback from parents and support from the local authority to help her to evaluate her practice. Overall, the childminder carefully reviews her procedures to identify the training she needs to broaden her understanding of specific safeguarding concerns. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. Children benefit from the proactive and highly effective partnership that the childminder has with the local school and nursery. She works with teachers to ensure assessments of children's development are accurate and promote their next steps in learning.

Quality of teaching, learning and assessment is good

The childminder joins in with children's play to support their learning. She asks them questions about what they are doing and makes suggestions about what they could do next. They talk about where the toy pirate ship is going on the bumpy sea and the treasure they can see. The childminder shows children how to count the wheels on toys in turn and they begin to use random numbers as they play. Babies have opportunities to investigate the different textures of dry cereal and foam. They are encouraged to reach out, develop strength in their hands and become confident to explore. Parents are kept informed about their children's progress. They regularly contribute information to support the childminder's assessments of their children's learning. The childminder regularly reviews children's progress over time to quickly identify any concerns.

Personal development, behaviour and welfare are good

Older children are, particularly, well prepared for their move to school. They benefit, especially, from attending weekly sessions in the nursery unit at the local school with the childminder. Children are becoming more confident and independent as they join in with classroom activities and the daily routines alongside the older children. Younger children learn to recognise their own feelings and notice happy and sad faces in the books they read. They start to understand the needs of others and tell the childminder that the babies are sad when they cry. The childminder uses simple house rules to help teach children the importance to being kind to others. She uses children's questions and books to stimulate conversations about how people are similar and different. All children develop good hygiene habits and benefit from daily walks to school and outdoor play.

Outcomes for children are good

Children make good progress in their development. Young babies are alert and delight in watching and listening as the childminder talks and the other children play. They reach for toys, start to coordinate their movements to bang objects together and bring them to their mouth to explore. Toddlers are quickly learning and using new words as they play and are beginning to be interested in numbers, colours and size. They make their own choices, enjoy listening to familiar stories and are learning to take turns well with others.

Setting details

Unique reference number	EY494340
Local authority	Barnsley
Inspection number	1030254
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Hoyland Common, Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays.

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