

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

7 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 works effectively with his co-childminder to ensure the outcomes for children are good. They deploy themselves well to support children in their play.
- The childminder reflects well on the service he provides. He seeks the views of parents, his co-childminder and his assistant to make improvements to his service and the outcomes for children.
- Partnership with parents is embedded well. The childminder exchanges information effectively with parents and ensures that they are kept up to date regarding their child's progress and care needs.
- The childminder ensures that children have fun while in his care. He uses his teaching skills well. He encourages children to participate in a wide range of activities, inside the home and when on outings, to support their good progress.

### It is not yet outstanding because:

- On occasions, some purposefully planned messy-play activities are overly adult directed. This means that children are not always given the opportunity to freely express themselves in their own artwork.
- Sometimes, the childminder does not quickly recognise when to adapt his teaching to offer further support for children's individual next steps in learning.
- The childminder does not always make the best use of all opportunities to promote children's independence and help them to take more responsibility in daily tasks.

## What the setting needs to do to improve further

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

- provide more opportunities for children to freely express themselves during planned activities in order to further enhance their individual learning and creativity
- adapt teaching to weave in support for children's individual next steps in learning so that they make the best possible progress in their development
- explore further opportunities for developing children's levels of independence.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, his co-childminder and with children during the inspection.
- The inspector and the childminder jointly evaluated an activity together.
- The inspector looked at relevant documentation, such as evidence of the suitability of those living and working on the premises and of the qualifications of the childminder.
- The inspector took account of the views of parents.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed relevant training to keep him up to date with current policies and procedures to protect children from harm. Children are supervised effectively in the home and when on outings. For example, the childminder ensures that there are safety gates on the stairs and he keeps the front door locked when children are present. The childminder monitors his assistant's performance. He makes sure that she is aware of changes to legislation and shares new ideas with her to support her in her teaching practice. The childminder works in partnership with other early years settings that children attend. He shares information with them to ensure children's continued learning is supported.

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

The childminder observes children in their play and monitors their progress closely. He quickly identifies any gaps in their learning and plans activities to help narrow these. The childminder encourages older children to make marks on paper and also to recognise their name in print, helping to support their literacy skills. He helps younger children to begin to understand that print has meaning and to develop their early writing skills. The childminder helps children to recognise the changes they make when they mix different paints together. Children respond well and name colours. For instance, they recognise that they have made brown when they mix red, yellow and blue together. The childminder is enthusiastic in his teaching and children respond excitedly to a hide-and-seek game. They take turns to hide and count to the highest number they can while their friends hide.

### Personal development, behaviour and welfare are good

Children learn to play together and respect each other's individual needs and differences. They develop their social skills well. The childminder is a good role model and raises children's self-esteem and confidence effectively. He praises their achievements and good behaviour. There are warm and secure relationships formed between the children and the childminder. Children enjoy outings. They benefit from being outside in the fresh air and develop their physical skills well. Children enjoy light snacks and meals that are healthy and nutritious. The childminder provides a welcoming and stimulating environment for children to play and explore.

### Outcomes for children are good

Children show curiosity and enjoy exploring the suitable range of toys. They confidently make their own choices in their self-initiated play. They are eager to join in with activities and have fun throughout the day. Older children use the toilet independently and know that they must wash their hands afterwards. Younger children enjoy playing imaginatively with dolls and dressing up. Overall, children make good progress from their starting points. They are developing skills that will prepare them well for the next stage in their learning and for their move on to school.

## Setting details

<b>Unique reference number</b>	EY443013
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1102394
<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 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 March 2014
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Doncaster. He works at his house with another registered childminder and his assistant. He operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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