

# 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 is well qualified and experienced and uses her knowledge and skills effectively to support children's good progress in their learning and development.
- Partnerships with parents are strong. Parents speak positively about the service with which they are provided. They comment about how effective communication is and how happy and settled their children are.
- Children form strong attachments to the childminder and her co-childminder and respond very positively to their warm and supportive interaction. Children's emotional well-being is well promoted.
- The childminder reflects on the service she provides. She talks to parents, her co-childminder and her assistants to identify areas for improvement. She tracks children's progress closely and takes swift action to narrow any identified gaps in their learning.
- The childminder and her co-childminder supervise children closely and deploy themselves effectively to ensure that children are safe and their personal needs are met.

**It is not yet outstanding because:**

- The childminder has not fully established effective links with other early years settings that children also attend, to promote a more shared approach to their care and learning.
- Sometimes, the childminder does not take opportunities to extend children's understanding that print carries meaning, to further support their literacy development.

## What the setting needs to do to improve further

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

- strengthen the links with other settings that children attend and fully develop a shared approach to supporting their care and learning needs
- make the most of all opportunities to help children to extend their understanding that print has meaning, to support their literacy development further.

### 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, her 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 a good understanding and knowledge of her role and responsibility to protect children. She knows the procedures she must follow should she have a concern about a child's welfare. The childminder has completed training to keep her safeguarding knowledge updated. She shares this information with her assistants to ensure that they are also clear about their roles in keeping children safe from harm. The childminder supports her assistants' professional development in order to further improve the outcomes for children. The childminder has researched ways to improve the children's learning environment. For example, she has introduced different textures to her walls to enhance children's sensory development.

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

The childminder uses her observations of children's play well. She plans a wide range of activities to support children's next steps in learning. The childminder is enthusiastic and motivates children to play and explore. For example, children eagerly listen to a story about an owl. They engage well, pointing out the characters and talking about what might happen next. The childminder continues to extend their learning outside and helps them to also develop their physical skills. She encourages children to explore different textures during a walk, such as feeling bark from a tree and handling pine cones. Children's communication and language development is supported well. For example, the childminder talks to the children about what they can feel and repeats words. She helps children to hear and to use the correct pronunciation of words.

### Personal development, behaviour and welfare are good

Children are happy and settled and thoroughly enjoy their time with the childminder and her co-childminder. Their behaviour is good. Children share toys and take turns and quickly learn to play cooperatively. The childminder and her co-childminder consistently work together to help children learn about what is expected of them. The childminder encourages children to develop their independence from an early age. For example, she encourages them to put on their own clothing ready for outdoor play. Children's health is promoted well. They enjoy healthy snacks and meals and know to wash their hands after using the toilet, before eating and after playing outside.

### Outcomes for children are good

All children make at least good progress from their starting points. From a young age, children develop the necessary skills for their future learning and for their eventual move on to school. Children are inquisitive and have a positive attitude to their learning. They confidently make choices in their play. Children develop their mathematical skills well. For example, they count and are starting to understand subtraction. Children enjoy making marks on paper using different resources and materials. For instance, they use pens to write their name and paint with their fingers.

## Setting details

<b>Unique reference number</b>	EY443017
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1102395
<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>	3 - 7
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<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. She works at her house with another registered childminder and her assistants. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

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