

Childminder Report

Inspection date

20 February 2018

Previous inspection date

16 October 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

- Children have strong bonds with the childminder. The childminder is very nurturing in her approach and places a strong emphasis on supporting children's personal development, behaviour and welfare. Children are very much 'at home' in the setting.
- The quality of teaching is good. The childminder has good knowledge of where children are in their learning. She uses this well to plan appropriately challenging activities to help children make good progress.
- The childminder has put much thought into the organisation of the childcare areas. The playroom is very well resourced and provides a stimulating, exciting learning environment for children.
- The childminder gives children opportunities to discover the local environment during their regular walks and outings. This helps them to develop their knowledge of the world around them while experiencing fresh air and exercise.

It is not yet outstanding because:

- The childminder does not consistently gain detailed information about children's learning in other settings that they attend, to help them make even better progress in their development in preparation for school.

What the setting needs to do to improve further

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

- develop stronger links with other settings that children also attend to ensure a fully shared approach to children's learning, to help children make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder is motivated and enthusiastic and is keen to enhance her knowledge and skills through continual research and training. She values the views of children, parents and assistants, and is proactive in using what she learns to evaluate and improve her practice. Parents speak very highly of the care she provides for their children. Assistants are well supported and supervised in their work. The childminder monitors their practice and encourages their professional development. The arrangements for safeguarding are effective. The childminder and her assistants are knowledgeable about the procedures to follow to protect a child's welfare. Robust recruitment procedures are in place. Children's safety is prioritised and they are well supervised in the provision and on outings.

Quality of teaching, learning and assessment is good

The childminder and her assistants consistently engage children in purposeful conversation. They encourage them to answer questions and to use their developing language to talk about what they are doing. They model counting and use language for size and shape as children play. The childminder fully understands the importance of working closely with parents to further children's learning. She continually looks for ways to do this effectively. Parents are encouraged to give updates from home, helping to maintain continuity of care and education.

Personal development, behaviour and welfare are good

The childminder seeks relevant information from parents about each child's needs before they are left with her. This effectively supports continuity in their care as they make the transition from their home. Parents say their children settle quickly and love being at the setting. Children behave well. The childminder and her assistants are good role models and teach them to be kind and respect each other. Occasionally, when younger children are more reluctant to share, the childminder explains about the importance of this and children respond positively. The childminder teaches children how to keep themselves safe. For example, she teaches them how to cross roads safely as they go on outings and reminds them how to use tools and cutlery with care.

Outcomes for children are good

Children make good progress in their learning and development and are becoming well prepared for the next stage in their learning. They are becoming independent learners who make choices and confidently follow their own ideas. As they get older, they manage toileting by themselves and successfully put on their coats and shoes. They listen carefully at appropriate times, for example, as the assistant reads a story about starting school. They engage in imaginative play as they become their favourite super heroes or care for their 'babies'. They develop good small-muscle skills to help their early writing and they carefully manipulate tools as they play. They are skilful communicators and converse well with their peers and the adults caring for them.

Setting details

Unique reference number	EY416983
Local authority	Barnsley
Inspection number	1105187
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	12
Number of children on roll	12
Name of registered person	
Date of previous inspection	16 October 2014
Telephone number	

The childminder registered in 2010 and lives in Barnsley. She operates her provision from 7.15am until 6pm, Monday to Thursday and before and after school on a Friday, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3 and works with assistants. She provides funded early education for two-, three- and four-year-old children.

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