

# Childminder Report

**Inspection date**

28 March 2018

Previous inspection date

8 October 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 quality of teaching and learning is good. The childminder has a good knowledge of the abilities and needs of children in her care. She plans activities that arise from children's interests.
- Successful relationships with parents help to create a nurturing and homely environment. This helps children to feel safe and secure and develop positive emotional attachments with the childminder.
- Children's behaviour is very good and the childminder ensures they clearly understand what is expected of them. She skilfully fosters children's self-esteem and emotional well-being. The childminder is calm, attentive and encouraging.
- Well-established partnerships with other settings children attend provide them with consistency in their care and learning.
- The well-qualified childminder demonstrates a strong commitment to providing a high-quality provision. Training opportunities positively affect her practice and enable her to enrich the learning experiences she provides for children.

**It is not yet outstanding because:**

- The childminder does not always give children the time they need to think and respond to her questions.
- The monitoring of children's progress is not yet rigorous enough to consistently provide the childminder with the most precise information to maximise their learning.

## What the setting needs to do to improve further

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

- give more time for children to learn at their own pace to help them extend their thinking skills
- build on the good systems in place to monitor children's progress to target the teaching even more precisely.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at planning and assessment documentation.
- The inspector spoke to the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of all household members. She also looked at a sample of the childminder's policies and procedures.
- The inspector took into account parents' written testimonials.

### Inspector

Julie Dale

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to protect and keep children safe. She knows the correct procedures to follow should she have a concern about a child. The childminder's range of comprehensive policies and procedures enables her to meet the requirements of the early years foundation stage to a high standard. The childminder demonstrates a good knowledge of how other professionals can provide children with any additional support should they need it. She gains the views of parents and children, helping her to evaluate and improve her practice.

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

The childminder understands how children learn. Overall, she supports all children to make good progress through their interests and structured activities. Resources are easily accessible and developed to meet individual children's curiosities. These help keep children absorbed and highly motivated. Young children explore through painting and printing and learn to put together tracks to play with a toy train set. They know where items belong and enjoy looking for these. High-quality teaching consistently helps children to learn. Support for mathematical development is good, for example, children are encouraged to count the toy trains on the track, helping promote their early interest in number problems. Children's communication and language skills are fostered well through storytelling and sharing books. The childminder encourages children to talk about differences and similarities, for example, comparing what they can do and the baby cannot.

### Personal development, behaviour and welfare are good

Children are happy, confident and demonstrate a strong sense of belonging in the warm and welcoming provision. The childminder obtains detailed information about children's care needs on entry. This, along with flexible settling-in arrangements, helps children to settle quickly. Children have regular opportunities to play outside. The childminder helps children to manage risks. For example, she carefully supports them to come down the stairs and reminds them how to hold onto the rail safely. Children behave well and use good manners. The childminder provides a range of healthy snacks. She teaches children good hygiene routines effectively.

### Outcomes for children are good

Children make good progress from their individual starting points. They spend long periods of time engrossed in activities as they explore them fully, for example, lining up and driving toy trains around the train track. Children's enthusiasm, confidence and motivation equip them well for their future learning. They are ready for moving on in their education, such as starting pre-school and, eventually, school.

## Setting details

<b>Unique reference number</b>	EY278832
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1104170
<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>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 October 2014
<b>Telephone number</b>	

The childminder registered in 2003 and lives in Barnsley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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