

Childminder Report

Inspection date

9 May 2018

Previous inspection date

21 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

- The childminder knows children well and finds out what they can do before they start. She makes accurate assessments of their development and reviews children's progress over time. The childminder plans learning experiences to extend children's knowledge, introduce new vocabulary and challenge their language skills.
- Children form secure attachments to the childminder and grow in confidence. They develop independence during the consistent daily routines and learn how to keep themselves safe as they move around the outdoor area.
- Parents are kept well informed about the things children enjoy doing and what they learn with the childminder. She successfully uses a variety of different ways to communicate with parents about outings, activities and children's progress.
- Older children are developing the social skills they will need to be ready for school. They take turns during memory games and talk to their friends as they play.
- The childminder works closely with the local school, nursery and other agencies to help children and their families. They share information about concerns in children's development and develop strategies to provide consistent support for them.

It is not yet outstanding because:

- Professional development is not focused precisely enough on developing teaching to the very highest level.
- Children do not always have enough opportunities to explore materials in their own way to further encourage their curiosity, imagination and thinking skills.

What the setting needs to do to improve further

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

- use highly focused professional development to help drive the quality of teaching to the very highest level
- enhance opportunities for children to investigate materials in their own way to help promote very high levels of curiosity, imagination and thinking skills.

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 through written feedback they had provided and those spoken to during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the house. She also discussed the childminder's safeguarding procedure.
- The inspector spoke to children and the childminder throughout the inspection.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder continually evaluates the learning environment she offers and uses children's interests to identify new resources that will benefit their development. Safeguarding is effective. The childminder uses training and information from the local authority to keep up to date with local procedures. She has a good understanding of how to recognise and respond to concerns about children's welfare. The childminder has strong links to the local nursery and school. She finds out what topics they are covering and talks to teachers about the progress of individual children. The childminder plans activities that build on what children have been learning about at nursery. She helps children to practise the skills they will need to be ready for school. The childminder's assistant provides occasional support and she monitors his work carefully.

Quality of teaching, learning and assessment is good

The childminder is well qualified and uses her experience and knowledge of child development to accurately identify what each child needs to learn next. Overall, the childminder uses her interactions with children effectively to motivate and interest them. They are keen to see what she has put in a bag and relish picking out and describing the different toy creatures. Children show they can make some connections between their ideas and delight in pointing out which animals have wings. The childminder listens carefully to younger children as they talk and carefully repeats the new words they are learning. Older children count the legs on their toy animals to help them compare and identify the creatures they see in books.

Personal development, behaviour and welfare are good

Children are happy and their good behaviour shows they feel safe. The childminder works in partnership with parents to create an environment where children can thrive. They discuss children's routines so the childminder can quickly meet the needs of individual children and provide reassurance and continuity for them. The childminder offers choices throughout the day from a balanced selection of foods, to help children develop healthy eating habits. Children cooperate with simple routines and proudly tell the childminder that they have washed their hands. The childminder uses spontaneous and planned opportunities to help children learn about cultures beyond their own community and talk about how all families are different.

Outcomes for children are good

Children make good progress in their learning. Younger children make particularly good progress in their communication and language skills. They build their vocabularies, put several words together into sentences and start to use their speech to communicate their ideas. Older children are well prepared for starting school. They can count groups of objects, manage their own personal needs independently and form some of the letters in their name. All children learn to take turns as they play on the slide together and show they can listen to each other when they are looking at books.

Setting details

Unique reference number	EY255669
Local authority	Barnsley
Inspection number	1104057
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	21 October 2014
Telephone number	

The childminder registered in 2003. She operates all year round from 6am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3 and occasionally works with an assistant.

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