

Childminder Report

Inspection date

9 May 2018

Previous inspection date

26 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 enthusiastic in his teaching. He gets down to the children's level and provides support, guidance and encouragement without taking over, during activities children have initiated themselves.
- The childminder completes the progress check for children between the ages of two and three years, and accurately assesses children's ongoing progress. He effectively makes use of this information to plan for their next stage of development.
- The childminder works closely with teachers to support children during the period of change as they prepare for school. This helps children to develop a positive attitude towards starting school.
- Children enjoy challenge and respond positively to praise for their achievements and for doing their best. Children have the independence they need for attending to their own needs, such as fastening their coats and putting on their shoes.
- Children settle quickly and become active learners who make good progress. They leave the childminder with the skills they need for school and future learning.

It is not yet outstanding because:

- The childminder is not always aware that the practice of those who provide joint care alongside him differs. This means that not all children in the setting are receiving a consistent approach to their care and development.
- The childminder has not fully reflected on teaching practices to ensure that the previously outstanding quality and outcomes for children are maintained.

What the setting needs to do to improve further

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

- strengthen the way you work in partnership with others who provide joint care to ensure a more consistent approach to children's care, learning and development
- reflect upon teaching practices in order to develop the good quality of teaching to an outstanding level.

Inspection activities

- The childminder observed the quality of practice and its impact on children.
- The inspector evaluated an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector looked at children's records and a range of other documentation, including training certificates and evidence of suitability checks.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder confidently describes a range of possible signs and symptoms of abuse. He is aware of wider safeguarding issues, such as the possible dangers children may face from extremist views and behaviour. The childminder is clear about the procedures to implement should he feel a child is at risk of abuse. He implements robust risk assessments to ensure that the environment, resources and environment are safe for children to use. The childminder attends training and generally uses this opportunity to improve his provision, such as use of funding. He has evaluated his setting and carefully planned his improvements but has not notified Ofsted of the changes to the premises. Although this does not affect children, it is breach of requirements. The childminder provides parents with information about his policies and procedures to help them to understand how his setting works.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about children's abilities before they start and continues to engage them in their children's future learning. The childminder provides a good range of experiences for children. Children listen carefully as the childminder helps them to explore why the texture of sand changes when they add water and confidently recap on what they have just learned. Children join others in play that they have initiated themselves. There is a lot of cooperation as they work together with construction pieces. Both boys and girls chat to each other and use good language to describe what they are doing.

Personal development, behaviour and welfare are good

The childminder is clear about his expectations for good behaviour and as a result, children are well behaved. Children of differing ages work very well together. They listen to each other's ideas and are confident enough to make their own decisions. Children are polite and considerate. They feel safe and have good attendance. Children have developed strong friendships with each other. Children know to wash their hands before meals and after the toilet. They learn about good foods through helping to plant and grow vegetables. All children enjoy their meals that are freshly prepared, including babies who are weening.

Outcomes for children are good

Children leave the setting with the skills they need in readiness for school. Children are active learners who are confident speakers and good listeners. They enjoy learning through play and use their imagination well as they talk about what is happening in their imaginary world. Children count, name colours and are intrigued by the different ways they can make patterns in the sand.

Setting details

Unique reference number	EY393914
Local authority	Barnsley
Inspection number	1135602
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	26 August 2014
Telephone number	

The childminder registered in 2009 and lives in Birdwell, near Barnsley. He operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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