

# Childminder Report

## Inspection date

5 June 2018

Previous inspection date

3 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 are keen and enjoy learning through their play. The childminder knows what each child needs to learn next and, in the main, provides activities that extend their learning. Children relish getting involved and having a go during baking activities.
- The childminder builds strong partnerships with parents and uses a variety of different ways to communicate with them. She shares information about children's care, what they enjoy doing and the progress they are making in their development.
- Children form strong attachments to the childminder and her assistants. They enjoy cuddles and reassurance that build their confidence and self-esteem. Children delight in being independent and happily follow simple instructions and daily routines.
- The childminder works in partnership with the other settings children attend and shares detailed information about their learning. They discuss the progress children make, the different ways they prefer to learn and any concerns about their development.
- The childminder and her assistants work successfully as a team to evaluate aspects of the learning environment. Her assistants are proactive and have completed training to develop their knowledge of working with babies.

### It is not yet outstanding because:

- Occasionally, learning experiences are not planned meticulously enough for individual children to support very rapid progress in their development.
- The evaluation of teaching is not consistently precise and highly focused enough to drive it to the very highest level.

## What the setting needs to do to improve further

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

- plan more precisely for individual children's learning to promote rapid progress in their development
- strengthen the evaluation of teaching to identify how to improve it to the very highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas of the house the childminder uses for childminding and checked evidence of the suitability of persons working with children and living in the home.
- 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.
- The inspector spoke to children and assistants throughout the inspection. She also discussed the childminder's safeguarding procedure.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has effectively addressed the issues raised at her last inspection. She has used support from the local authority to improve how she uses her observations of children's play to make accurate assessments of their development. The childminder has reviewed all children's progress to identify any concerns about their development and specific areas of her practice that need improving. Safeguarding is effective. The childminder and her assistants have a good understanding of how to recognise and respond to concerns about children's welfare. The childminder uses robust processes to recruit her assistants and make sure they understand and implement her procedures. They regularly reflect on how well activities have supported children's learning and plan improvements to the resources in the garden.

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

The childminder and her assistants are well qualified and experienced. They use a range of good strategies to support children's learning and help them to concentrate. Children think about what they will need to make their scones and older children talk about what they have done at home. The childminder explains what she is doing and children help her to count out their share of ingredients. Her assistants ask children questions about what they are doing and suggest descriptive words when they explore the flour. Children use their good communication skills to work together and solve problems so they can weigh out the right amount of butter. Younger children practise their physical skills and show good control when they spoon out flour.

### Personal development, behaviour and welfare are good

Children's good behaviour shows they feel safe and secure. They are motivated to join in, show they can listen carefully to the childminder and talk about their own ideas. The childminder explains what children need to do so they understand why they must be careful near the very youngest babies. Older children are curious about the needs of babies and the childminder gets them involved in singing to comfort them when they cry. The childminder creates opportunities within children's play for them to learn about how people from other cultures cook and the different jobs people do. The childminder has a strong focus on teaching children about healthy eating and offers a balance of food during the day. She makes good use of spontaneous opportunities to talk to children about the food you find sugar in and what it can do to your teeth.

### Outcomes for children are good

Children make good progress in their development and older children are well prepared for starting school. Older children form some of the letters of their name and recognise numbers they see around them in the environment. They can work out how many items there are in a group when they add another and understand how to use weighing scales. Younger children show they can take turns well, play alongside other children and quickly grow in confidence and independence.

## Setting details

<b>Unique reference number</b>	EY484704
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1110389
<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 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 July 2017
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Royston, Barnsley. She operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children. She works with assistants.

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Piccadilly Gate  
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