

# Childminder Report

**Inspection date**

13 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 seeks the opinions of parents and other professionals to help her evaluate her setting. She has strengthened the appeal of her outdoor area. As a result, children are keen to be outside in the fresh air, involved in a wide variety of activities.
- The childminder is an enthusiastic teacher. For example, when reading stories, she changes her voice for different characters and emphasises what happens through her facial expressions. Children remained engaged with the story as the childminder asks them questions that encourage them to think about what comes next.
- Children are confident and have good self-esteem. Children are happy to help tidy resources away and clear the table after eating in the knowledge that the childminder appreciates their contributions.
- The childminder completes the check for children between the ages of two and three years. She identifies areas in children's learning where they may need extra support.
- Children settle quickly and become active learners who make good progress. They leave the childminder with the skills they need for school and their future learning.

### It is not yet outstanding because:

- The childminder does not provide consistently strong support to help children to develop their vocabulary, particularly the correct pronunciation of words.
- The childminder has not fully explored how to support children emotionally in preparing them for their transition on to school.

## What the setting needs to do to improve further

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

- maximise opportunities to help children to build further on their speaking skills and to develop their vocabulary
- explore ways to help children be emotionally prepared for school.

### Inspection activities

- The inspector 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.
- The inspector took account of parents' views.

### Inspector

June Rice

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends training to keep up to date with the different aspects of safeguarding and the possible risks children may face. She is clear about the procedures she must implement to help protect children from possible abuse or neglect. The childminder is also familiar with the wider issues children may face from social media, and extremist views and behaviour. This helps to safeguard children. Robust risk assessments help to ensure that the resources and environment are safe for children to use. The childminder provides parents with information about how her setting works.

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

The childminder gathers information from parents about children's abilities and monitors children's ongoing development accurately. This helps her to plan well for what children need to learn next. Children enjoyed the story 'Jack and the Beanstalk'. They are learning that there is a beginning, middle and end to every story. The childminder encourages children to think about what comes next as they share the story together. The childminder extends their learning well by getting them actively involved. For example, she had hidden props representing a chicken, eggs, coins and beans for them to find and used this as a good opportunity to extend children's language skills. For example, she asked them to look 'under' the sofa, 'inside' the castle and 'on top of' the play kitchen.

### Personal development, behaviour and welfare are good

The childminder has a warm welcome for parents and their children. During children's settling-in visits, parents are reassured as they see their children develop a bond with the childminder and become familiar with their new routine. Children are encouraged to be physically active, particularly outdoors. They learn to control their body as they walk along wooden beams, explore making music and experimenting with water and sand on a large scale. Parents comment that their children are safe and make good progress due to the skills of the childminder. Children are well behaved, polite and considerate. The childminder models and explains the need for good hygiene. As a result, children wash their hands with very little prompting before eating and after stroking the cat.

### Outcomes for children are good

Children are eager to learn. They are beginning to form circles and lines as they prepare to write. Children listen attentively and answer the childminder's questions. Children are using numbers in their play as they count from one to four. Children are developing the skills they need to take off and put on their shoes and coats independently, in readiness for school.

## Setting details

<b>Unique reference number</b>	EY498331
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1041793
<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>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Darton, Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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