

Childminder Report

Inspection date

28 June 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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 is very responsive to children as they play and watches carefully to see when they need help, to ensure positive outcomes. Children are prepared to have a go, demonstrate they can concentrate and can solve problems for themselves well.
- Children form secure attachments to the childminder and settle quickly into her care. Parents provide detailed information about babies' routines to help the childminder swiftly meet their needs and learn to recognise when they are tired.
- Children respond to the childminder's praise and delight in their interactions with her. They show they are happy, confident and keen learners.
- The childminder builds strong partnerships with parents and effectively gathers accurate information from them about what children can do before they start. She makes regular assessments of children's development to find out what they need to learn next.
- Babies enjoy playing simple games with the childminder and delight in passing bricks to her. The childminder shows them how to stack the bricks, press buttons and fit basic jigsaw shapes together, supporting their development effectively.

It is not yet outstanding because:

- Children do not consistently have access to a wide range of resources that promotes high levels of curiosity and encourages their own investigations.
- Professional development has not been highly focused on improving teaching 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:

- provide an even greater variety of resources that children can explore and experiment with in their own way
- focus professional development more precisely on gaining a deeper understanding of how children learn in different ways.

Inspection activities

- The inspector observed the quality of the childminder's teaching during her interactions with children and assessed the impact this had on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector viewed the areas of the childminder's home that she uses for childminding.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She discussed the childminder's safeguarding procedure.
- The inspector talked to the childminder and children during the inspection. She took account of the views of parents through discussion with the childminder.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed and enthusiastic about improving outcomes for children. She has evaluated her practice well since she registered and has developed the areas of her home she uses with children. The childminder has completed some training to help her understand and respond effectively to children's behaviour. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She has used training successfully to keep her knowledge up to date about wider safeguarding issues. The childminder works well in partnership with parents to share information about children's development with the local nurseries and schools before they start.

Quality of teaching, learning and assessment is good

The childminder reflects carefully on children's play and what they have enjoyed doing. She makes accurate assessments of their development and plans activities that build on their interests. Babies delight in moving bricks from one place to another and putting them in and out of a tub. The childminder skilfully extends this play to develop their early communication skills and she praises them as they learn to pass the bricks to her. She challenges younger children effectively to pull themselves up to stand so they can reach their favourite toys. They begin to learn to concentrate when they look at books and start to point at the repeated pictures. The childminder regularly reviews children's learning to make sure they continue to make good progress over time.

Personal development, behaviour and welfare are good

Older children benefit from regularly attending playgroups to help them develop confidence in larger groups of children. Their secure attachments to the childminder provide a strong base to explore from and babies, reassured by the childminder, happily smile at visitors. The childminder helps younger children learn to move safely around the room and supports them to find the strongest furniture to pull themselves up to stand. She involves babies in hygiene routines and they learn to wash their hands before they eat. Daily routines promote children's independence well and the youngest enjoy feeding themselves and choosing their favourite toys. The childminder provides a varied menu of healthy food options and uses mealtimes to encourage older children to share what they have been doing at school. Children talk about their families and the childminder helps them understand people's similarities and differences, to support their learning about the world. Children's behaviour is good.

Outcomes for children are good

Children make good progress in their development. Older children learn a wide range of skills, which prepares them well for their next stage in learning. They gain the confidence and social skills they need to be ready for nursery and school. Babies use their emerging communication skills to express their preferences and show an interest in simple games. Children practise standing and develop strength in their legs ready to learn to walk.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY490538 |
| Local authority | Barnsley |
| Inspection number | 1017897 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 7 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2015 and lives in the Smithies area of Barnsley, South Yorkshire. She operates all year from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays.

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