

# Childminder report

<b>Inspection date</b>	5 September 2018
Previous inspection date	21 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Children are happy and confident in the childminder's care. They form secure attachments to her and she uses praise effectively to build children's self-esteem.
- The childminder listens carefully to children as they talk and ask for help. She asks them questions to make them think and helps them do things for themselves. Children relish the little challenges the childminder gives them and take pride in their achievements.
- Older children are very independent and well prepared for starting nursery and school. They manage their own personal needs and enjoy getting involved in tidying up.
- Children are motivated and interested in learning with the childminder. They show good concentration and listening skills. They delight in hearing their favourite stories and join in with the rhymes and repeated phrases.
- The childminder works closely with parents to meet the needs of each child, especially those who have special educational needs (SEN) and/or disabilities. They discuss children's routines, care needs and learning to provide continuity for children.

### It is not yet outstanding because:

- The assessments of children's learning are not always rigorous enough to quickly identify precisely what children need to learn next.
- Professional development is not highly focused on raising 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:

- strengthen the accuracy of the assessments of children's development so they can be used to very quickly identify precisely what children need to learn next
- use highly focused professional development to drive the quality of teaching to the very highest level.

### Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact it has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents spoken to during the inspection. She spoke to children and the childminder's full-time assistant during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- The inspector viewed the areas of the house and garden the childminder uses.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has high expectations of herself and what children can achieve. She has evaluated the variety of learning opportunities children have and has increased the amount of time children have to explore the natural world around them. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She and her assistants use training to keep up to date about wider safeguarding issues. The childminder works closely with her assistant and reviews the quality of his practice. They discuss children's progress and share ideas about what children are interested in. The childminder has close links with local schools that help children become familiar with their new teachers and settings.

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

The childminder is qualified and very experienced. She has a good understanding of child development and the skills children need to be ready for nursery and school. The childminder skilfully supports children's early literacy skills when she reads books. She tailors her interactions for each child so she can motivate and challenge them effectively. For example, younger children delight in finding different animals in pictures and the childminder pauses for older children to complete familiar phrases in a story. The childminder knows children well and gives less confident children time to respond to her questions and praises their efforts. Children develop the strength and control they need to make big and small movements as they draw pictures outside. The childminder shows them how to draw different shapes and suggests what they could draw next.

### Personal development, behaviour and welfare are good

Children demonstrate they are keen learners who enjoy spending time with the childminder and her assistant. They listen attentively and readily follow suggestions and instructions. Children learn how to keep themselves safe and the childminder explains why they should not run around with food in their mouths. All children are encouraged to be independent and they quickly learn where to find the toys they want to extend their play. The childminder creates a welcoming environment and helps children understand how they are both similar and different from each other. She uses resources, books and discussion to give children the chance to learn about different families and other cultures beyond their community. The childminder provides a range of healthy food options for children and they make choices about what they would like for lunch.

### Outcomes for children are good

Children make good progress in their development, including those who have SEN and/or disabilities. Older children who are about to start nursery can listen carefully to rhymes and begin to count their fingers accurately as they sing number songs. Younger children can follow simple instructions and join in with action songs. All children develop good social skills and manners. They learn to take turns, listen to others and work together to solve problems.

## Setting details

<b>Unique reference number</b>	EY317406
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10059717
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	21 April 2015

The childminder registered in 2005 and lives in Cudworth, Barnsley. She operates all year, except for bank holidays and family holidays. The childminder offers sessions Monday to Thursday, from 7.30am to 5.30pm and Friday, from 7.30am to 1.30pm. 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 one full-time assistant and another occasional assistant.

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