

Childminder report

Inspection date	17 October 2018
Previous inspection date	29 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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, confident and keen learners who thrive on leading their own play. They develop secure attachments to the childminder and she praises their efforts to help build their self-esteem. Children are encouraged to be independent during daily routines and happily get involved in tidying away toys.
- The childminder makes regular and accurate assessments of children's development to find out what they need to learn next. She uses children's favourite toys to introduce early mathematics, refine their physical skills and practise their colours.
- Children spend lots of time playing outside and enjoy the exercise of playing games and chasing around. The childminder provides good support to help them take turns and talks to them about how to keep themselves safe when they play together.
- The childminder uses her interactions with children well to support their communication and language skills. She listens carefully to children as they talk about what they are doing, so she can repeat and extend their vocabulary and knowledge.
- The childminder works in partnership with parents to support children's overall well-being. They work together to make sure children have consistent routines to encourage healthy eating, support them as they learn to use the toilet and promote good behaviour.

It is not yet outstanding because:

- The childminder does not consistently use detailed observations of how children learn in different ways to help her to plan highly captivating learning experiences.
- Sometimes, the childminder does not give children enough time to think for themselves and use their own imaginations.

What the setting needs to do to improve further

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

- make better use of high-quality, detailed observations of how individual children prefer to learn to help plan activities that capture their curiosity
- provide children with even more opportunities to use their imaginations and think of their own ideas.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact it had on their learning.
- 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. She spoke to children 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 that the childminder uses.

Inspector

Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The childminder has evaluated her practice since her last inspection and now provides more opportunities for children to play in larger groups and practise their social skills. Parents are pleased with the care their children receive and the progress they make in their development. They feel they are well informed about what children have been doing during the day with the childminder. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She has done a variety of training to update and strengthen her knowledge of wider safeguarding issues. The childminder shares information about children's development with local schools and nurseries to help them get to know children quickly before they start.

Quality of teaching, learning and assessment is good

The childminder is experienced and, since her last inspection, has completed a relevant qualification to develop her knowledge of early years practice. Her assessments of children's development support her to check their ongoing progress and identify any gaps in their learning. Overall, she knows each child well and uses their play to promote their next steps in learning. Children enjoy building with interlocking bricks and loading up toy diggers. The childminder uses her interactions effectively to challenge them to count the bricks, think about what happens when she takes one away and match up the different colours. Children delight in telling the childminder about the toy farm animals that they are playing with and the childminder skilfully extends their knowledge. She talks about where the animals live and how the milk for their breakfast cereals comes from cows.

Personal development, behaviour and welfare are good

Children are confident to ask for help and they listen carefully to the childminder when she explains how a toy works. For example, she talks to them about how to hold the toy tools and which surfaces to use them on, so they do not slip around. Children get some opportunities to independently explore and experiment with how they can use toys in different ways. The childminder is very responsive to children if they become frustrated with other children. She talks to them calmly about how they can take turns or find other toys to play with. Children have opportunities to learn about different cultures beyond their own families. They look through books and play with toy figures. They ask questions about the different people and the childminder talks to them about the varied clothes they are wearing.

Outcomes for children are good

Children make good progress in their development and are well prepared for starting school or nursery. Older children count in their play, learn to share toys well and start to work together. Younger children delight in naming different animals, counting the diggers they see when they walk to school and recognising different colours. All children enjoy playing ball games to refine their physical skills and practise taking it in turns to kick it to each other.

Setting details

Unique reference number	302632
Local authority	Barnsley
Inspection number	10069072
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 October 2014

The childminder registered in 1989 and lives in Barnsley. She operates all year round from 7am to 6pm, Monday to Thursday and from 7am to 4pm on Fridays, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for three- and four-year-old children.

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