

Childminder report

Inspection date	13 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 very happy and form secure attachments to the childminder and her two assistants. They use this secure base to grow in confidence, explore the environment and develop their independence.
- The childminder knows children well and makes good use of her assessments of their development to find out what they need to learn next. She has high expectations of what children can achieve and offers experiences that challenge each child's learning.
- Children make good progress in their communication and language development. The childminder and her assistants use stories, songs and rhymes effectively during children's play to reinforce and extend their growing vocabularies.
- The childminder creates a stimulating and welcoming learning environment, inside and in the garden. She and her assistants get involved in children's play and make good use of their voices and gestures to motivate children to join in.
- The childminder has taken advantage of support from the local authority to help her strengthen how she reviews the assessments of children's development. She has robust systems to identify any gaps in children's progress.

It is not yet outstanding because:

- The childminder does not consistently take advantage of what captures children's curiosity and imagination to fully extend learning opportunities as they play.
- Although the childminder supports her assistants in their role effectively, she does not consistently evaluate the quality of their teaching to identify areas of development and extend children's learning experiences further.

What the setting needs to do to improve further

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

- make the most of what fascinates children during their play to promote very high levels of curiosity, imagination and concentration
- make better use of incisive evaluations of the assistants' interactions with children to improve teaching and children's learning experiences further.

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 and discussed the practice of her two assistants.
- The inspector took account of the views of parents through the childminder's own questionnaires. She spoke to children and the childminder's assistants during the inspection.
- The inspector looked at a range of documents, 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 uses feedback from parents to help her develop new ways of communicating with them. She regularly shares information about the activities children have enjoyed, so parents are involved in their learning. Safeguarding is effective. The childminder and her assistants have a secure understanding of how to recognise and respond to any concerns about a child's welfare. She has attended training to keep her knowledge up to date and ensures her assistants fully understand their responsibility to safeguard children. The childminder has used some training to help her plan and adapt activities more effectively to match the different ages of children. She has good partnerships with the other settings, including local schools, that children attend to help her provide continuity in children's learning.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents when children first start to help her get to know them quickly. She observes children as they play to help her make accurate assessments of their development. Children enjoy learning through their play and daily routines. They count the steps into the garden and talk about the different sized balls of play dough they have made. Younger children delight in joining in the actions to their favourite songs and trying out their developing language skills. The childminder and her assistants talk about what they are doing as they count out and mix the ingredients to make play dough. They use simple language and repeat keywords for the younger children. Older children follow instructions well, copy what to do and wait their turn to stir the mixture.

Personal development, behaviour and welfare are good

Children quickly settle into the childminder's care. She works well in partnership with parents to share information about daily routines to help provide continuity with home. Children use their emerging social skills to build relationships with other children, share resources and play alongside others. The childminder helps younger children learn to manage their own feelings and they enjoy turning sad faces into happy faces when they look in the mirror. The childminder provides a balanced variety of food across the day and encourages children to make healthy choices. Children learn to keep themselves safe as they play, and the childminder gives them gentle reminders not to climb on furniture, to help keep them safe. The childminder uses resources and books that help children become familiar with other cultures beyond their own family and community.

Outcomes for children are good

Children make good progress in their development and older children learn a wide range of skills, which prepares them well for starting school or nursery. They have lots of opportunities to refine their physical skills and develop control when they are using a pencil. All children grow in confidence and gain the social skills they need to communicate effectively with adults and their friends. Younger children quickly learn to use their emerging speech to communicate their preferences.

Setting details

Unique reference number	EY538471
Local authority	Barnsley
Inspection number	10079351
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	18
Number of children on roll	21
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in the Thurnscoe area of Rotherham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants and provides funded early education for children aged two-, three- and four-years-old.

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