

Childminder report

Inspection date	10 January 2019
Previous inspection date	2 September 2015

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

This provision is good

- The childminder engages in children's play, providing them with purposeful learning experiences. Children remain focused and engaged for extended periods of time as they take part in a wide range of interesting play experiences. This provides children with the key skills needed as they move forward in their learning and development.
- Children enjoy taking part in planned activities, outings and fund-raising events which help them to learn about the wider world. They learn about community spirit when baking cakes to welcome new families to the childminder's street. At Christmas they also collect household foods and toiletries and donate these to a food bank. This helps children to learn that some people are less fortunate than others.
- The childminder works in partnership with parents to meet all children's individual needs. She forges close links with other professionals, sharing clear information so that children with special educational needs and/or disabilities (SEND) benefit from continuity in their care and learning.
- Children are confident and feel emotionally secure in the childminder's care. They play cooperatively with their peers and are well behaved. The childminder instils clear rules and boundaries which children learn to adhere to and respect. This successful approach helps children to develop good social skills and learn how to keep themselves safe.
- The childminder continually monitors and evaluates the quality of her practice to ensure good standards are maintained. She seeks out training opportunities to continue to develop her knowledge and skills. A recent training course on mathematics helped the childminder to learn how to more effectively support children in this area of learning.
- On occasion, the childminder does not make the most of opportunities to help children to extend their thinking skills and solve their own problems.

What the setting needs to do to improve further

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

- help children to consistently extend their thinking skills and to find solutions to their problems so that they make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Melanie Arnold

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of child protection procedures. She remains vigilant and supervises children closely to safeguard them from potential harm. The childminder continually risk assesses the environment to identify and minimise potential hazards. She is committed to the ongoing development of her practice and speaks with other professionals to share and exchange ideas. The childminder liaises closely with parents, exchanging information so that they are kept well informed about how their children have been each day. Information is also regularly exchanged about children's ongoing progress and development.

Quality of teaching, learning and assessment is good

Children are happy and motivated to learn. The childminder plans a wide range of hands-on learning experiences based on each child's interests and next steps in learning. She monitors their progress to ensure each child is successfully moving forward in all areas of learning. Regular baking activities help children to learn about weighing and measuring. When making bird feeders, the childminder skilfully differentiates the activity to enable children of differing ages to take part. Toddlers develop their physical skills as they learn how to thread the food onto a pipe cleaner as the childminder role models how to do this. Older children carefully thread the food onto the pipe cleaner with the childminder asking questions to support their communication and language skills. All children remain focused and engaged in the activity as the childminder allows them time to explore and complete the activity at their own pace.

Personal development, behaviour and welfare are good

Children are encouraged to develop good social skills. Older children share and enjoy playing with their peers. They also show care and consideration for younger children as they spend time involving them in their play. Children benefit from daily outdoor play opportunities, where they learn about the natural world and develop their physical skills. They have recently been involved in making a house for hedgehogs in the childminder's garden and learning about the foods they eat. Children are developing a good understanding of how to follow simple rules so that they stay safe. For example, when exiting the car, the older children immediately move away from the road and wait patiently for the childminder. They then hold hands with their peers as they sensibly walk with the childminder to their destination.

Outcomes for children are good

Children are making good progress in their learning from their individual starting points. Focused support for children who have SEND results in gaps in their learning being reduced. Children develop the skills needed for their eventual move on to school. Older children confidently hold conversations with the childminder and their peers. Toddler's speech and language skills are promoted as the childminder continually talks to them as they play. Regular trips to the library provide children with access to a wider range of books as well as opportunities to take part in rhyme time activities. As children get older they are encouraged to develop independence with dressing, toileting and personal hygiene routines.

Setting details

Unique reference number	EY420381
Local authority	Barnsley
Inspection number	10061457
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	2 September 2015

The childminder registered in 2010 and lives in Thurnscoe, Rotherham. She operates all year round from 7.30am to 5.30pm, Monday, Tuesday, Thursday and Friday, except bank holidays and family holidays.

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