

Childminder report

Inspection date	26 February 2019
Previous inspection date	28 July 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

- Children form strong attachments to the childminder. They are happy and secure in her care. The childminder encourages children to be independent and make their own choices. Older children enjoy being helpful and manage their own needs.
- The childminder makes regular assessments of children's development. She carefully tracks their progress over time to support their future learning.
- Children are keen learners and the stimulating learning environment motivates them to get involved. They learn to think and solve problems for themselves.
- The childminder shares children's learning with parents. Children are proud of what they have made when the childminder takes a photograph to show their parents. The childminder values what children do at home. For example, she finds out how they are learning to count in different languages.
- The childminder takes advantage of regular outings to different playgroups to offer children a wide range of opportunities. Children learn to play confidently in larger groups, take turns and practise their social skills.
- The childminder makes good use of her interactions with children to set them challenges and offer suggestions to extend what they are doing. She gives children time to think and uses good strategies to support their developing language skills.
- The childminder makes good use of her professional development and works closely with other childminders to share new ideas. She has used training to improve her knowledge of how to help older children listen to the different sounds the letters of the alphabet make.
- Sometimes, the childminder does not make the most of what she knows about children's emerging interests to meticulously plan learning experiences.

What the setting needs to do to improve further

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

- respond rapidly to what is known about children's fascinations and preferences to carefully plan highly captivating learning experiences.

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 through the childminder's own questionnaires. 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 discussed the childminder's safeguarding procedure.
- The inspector viewed the areas of the house and garden the childminder uses when caring for children.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The childminder gathers the views of parents and children to help her evaluate her practice and setting. Since her last inspection, she has further improved the learning environment to make it an even more welcoming space for children. She continually reviews her resources to make sure she is providing a broad range of activities for children. Safeguarding is effective. The childminder has a secure understanding of how to recognise concerns about children's welfare. She has a clear procedure to follow if she has concerns about children and uses training to regularly refresh her knowledge of wider safeguarding issues. Children are well prepared for their move on to school. The childminder works closely with school teachers to share what she knows about children's learning. Children benefit from being involved in the daily routine of older children going to school to become familiar with their new classroom.

Quality of teaching, learning and assessment is good

The childminder is well qualified and successfully helps children enjoy learning through their play. They are challenged to count how many star shaped cutters they have and find which one is bigger. The childminder uses good questions to make older children think about how to use the different tools in the dough. She uses simple language to describe what younger children are doing. They delight in repeating her words and naming the objects they use. The childminder skilfully extends children's language and adds new words to their vocabulary. Younger children refine their physical skills and develop strength in their hands as they squash and squeeze the soft dough. Older children start to recognise and form some of the letters in their name.

Personal development, behaviour and welfare are good

Children are determined and the childminder praises their efforts. She shows them how to keep trying when it is hard to push the dough through the different tools. Her encouragement builds their self-esteem and helps them develop resilience even when something is difficult. Children learn how to keep themselves safe. The childminder explains how they might hurt themselves if they climb on the furniture or stand on the toys. Children have lots of opportunities to meet different people at the playgroups they attend. The childminder answers their questions about the differences they see and they learn to accept each other. Children develop healthy eating habits. The childminder works with parents to make sure packed lunches are healthy and balanced. Children enjoy choosing fruit for snacks during the day and ask for a drink when they are thirsty.

Outcomes for children are good

Children make good progress in their learning, including those who speak English as an additional language. Older children develop the confidence, independence and social skills they need to be ready for school. Children practise counting and recognise colours during everyday routines and their play. Younger children learn to play alongside others and respond to simple behavioural boundaries about sharing toys. All children are confident to use their communication skills to indicate their needs to the childminder.

Setting details

Unique reference number	EY243469
Local authority	Barnsley
Inspection number	10061447
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	28 July 2015

The childminder registered in 2002 and lives in the Wombwell area of Barnsley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children. She holds a relevant early years qualification at level 4.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

