

# Childminder report

<b>Inspection date</b>	28 June 2019
Previous inspection date	2 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 is skilled at extending children's play. She uses her knowledge of children's interests and next steps in learning to help them make good progress. Children show enjoyment in their learning and are keen to participate.
- Children show that they feel safe, happy and settled with the childminder, including those children who are new to the setting. The childminder helps children to develop good levels of self-esteem and self-confidence.
- The childminder actively promotes children's good health. She encourages children to eat healthily and takes part in local exercise initiatives, such as 'beat the street'. This helps children to develop good physical skills and learn about their own community.
- The childminder is committed to providing good standards of care and learning for children. She responds to feedback to help her drive forward improvements, such as the newly-established links with schools.
- On occasion, the childminder misses opportunities to challenge children who are exceeding the typical developmental expectations. This does not support the most able children to make rapid progress.
- The childminder has not fully developed ways to gather information about children's starting points in learning from parents. In addition, there is scope to include parents further in their children's ongoing learning.

## What the setting needs to do to improve further

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

- support and challenge all children to make rapid progress, particularly those who are most able
- enhance ways to gather and share information about children's learning and development with their parents and carers, including when they first join the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, and assessment and planning with the childminder.
- The inspector obtained written feedback from parents and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has robust procedures to follow to report concerns about children's welfare. She regularly enhances her skills and knowledge to work with children. For example, she has researched information to gain a thorough understanding of wider safeguarding issues, such as radicalisation. The childminder helps children to learn how to keep themselves safe. For example, they regularly practise fire drills and talk about road safety on their route to school. Overall, the childminder has a thorough understanding of children's typical stages of development. She monitors children's overall progress and knows how to access further support when appropriate.

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

The childminder provides a good balance of child-led and adult-initiated activities. Children learn through their play and the childminder carefully observes and intervenes. For example, children thoroughly enjoy balancing animals and develop their small-physical skills and concentration. The childminder incorporates basic mathematical language and encourages children to recognise numerals and match how many they have. She completes observations and assessments of children's progress. She shares these with other settings children also attend, such as school. This helps to promote continuity of learning for children.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment for children and their families. Feedback from parents shows they are very happy with the care provided. The childminder collects information from children's families to help her meet any specific individual needs. The childminder is a good role model for children. She uses praise to help children understand the things they have done well and encourages them to be well mannered. Children's behaviour is very good. Older children manage to share and take turns with minimal support. They benefit from an established routine and take an active part in their own self-care. The childminder encourages older children to develop good levels of independence. For example, they help to put on their own uniform for school.

### Outcomes for children are good

Children make good progress and the majority are working in the stages of development typical for their age. Older children show particular interest and enjoyment in mathematical games. They make better than typical progress in this area of their learning. Children are well prepared for the next stage in their learning. They are enthusiastic and independent.

## Setting details

<b>Unique reference number</b>	EY339499
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10073732
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	2 March 2016

The childminder registered in 2006 and lives in Barnsley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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