

Childminder report

Inspection date

1 July 2019

Previous inspection date

11 February 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has addressed all actions and recommendations set at her last inspection. She has worked closely with the local authority adviser to review her provision. The childminder is well organised and demonstrates a professional attitude to her work.
- The childminder and her assistants provide a caring, welcoming and homely environment. Children thrive and are happy and confident. They develop a deep sense of belonging, display their obvious affection for the childminder and her assistants and form strong emotional attachments. Children learn to identify and talk about feelings. Their emotional well-being is strong.
- Parents are very complimentary about the quality of support and the learning experiences their children enjoy. They state that the childminder and her assistants genuinely care about the children and make it feel really special for them. Parents thoroughly recommend the childminder to other parents.
- Children's behaviour is excellent. Children of different ages play extremely well together. They display a sense of fairness and take turns particularly well. Boys demonstrate very supportive and caring behaviour towards younger children. For example, they help younger children to hold their cup and pour their water during snack time.
- The childminder and her assistants support children with special educational needs/and or disabilities (SEND) extremely well. They have high expectations of what all children can achieve and work closely with other professionals, including physiotherapists and speech and language therapists to help children make good progress and develop well.
- On occasions, the childminder's assistants interrupt younger children's concentration and play. They do not consistently give them the time they need to explore and practise newly learnt skills before moving them on to other activities.
- Although the childminder accurately evaluates her provision, she does not involve her assistants, parents and children to help her identify priorities for further improvement.

What the setting needs to do to improve further

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

- give younger children the time they need to concentrate on their self-chosen play and practise their newly learnt skills before moving them on to other activities
- involve assistants, parents and children in contributing their views to enhance self-evaluation, identify priorities for improvement and help raise the quality of provision even higher.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistants and children at appropriate times during the inspection.
- The inspector viewed relevant documentation, including complaints records, suitability checks, policies and procedures and children's learning records.
- The inspector and the childminder completed a joint observation of a planned activity carried out by one of her assistants.
- The inspector discussed the childminder's self-evaluation and took account of the views of parents spoken with during the inspection.

Inspector
Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

The childminder provides her assistants with good support, supervision and training. This has a positive impact on practice and their work with children. Safeguarding is effective. The childminder has strengthened her safeguarding systems and ensures they meet government guidelines and local authority safeguarding procedures. She implements effective recruitment and vetting measures to ensure adults are suitable. Assistants understand their responsibilities with regard to child protection and know how to identify concerns and prevent children from being drawn in to dangerous situations. The childminder regularly reviews the progress that children make. She works closely with local schools and shares information about children's learning. Teachers also visit children in the childminder's home. This helps to support a smooth move on to school.

Quality of teaching, learning and assessment is good

The childminder and her assistants observe children and make accurate assessments of their learning. They create social situations and many opportunities to involve children in conversations. Children talk articulately to the childminder and her assistants about their outings to the farm and vividly describe what the llamas and goats did. The childminder sensitively reinforces children's language, giving the correct pronunciation. Children listen attentively to the sounds in the environment. The childminder and assistants are very responsive to children's interests and use these to challenge their thinking. They encourage children to identify the emergency vehicles from the sounds they hear. Children delight in playing traditional games with assistants and eagerly take turns to be the 'wolf'. They learn about the different times of the day and count accurately.

Personal development, behaviour and welfare are good

The childminder and her assistants value each child as the unique individual that they are. Older children display excellent understanding of how to be a caring person. They talk fluently and describe how 'being kind and sharing is caring'. All children are motivated and show high levels of independence. They wash their hands before eating, manage their own self-care needs, put on and take off their own shoes and dress themselves in dressing-up clothes. The childminder and her assistants promote children's healthy lifestyles well. They provide them with a range of fresh fruits and vegetables and help children to understand where food comes from. They take them on outings to pick seasonal fruit and vegetables. Children thoroughly enjoy spending plenty of time outdoors. They develop good coordination and control of their bodies as they climb steps and go down the slide, run fast and jump to catch bubbles. The childminder and her assistants support children's health and physical development well.

Outcomes for children are good

All children make good or better than good progress in their learning, including those with SEND. Older children show their understanding of the first letter sound that their name and other words begin with. They also write their own name. Children handle books carefully and understand that they can find information in books about dinosaurs and ice. Children develop the skills and attitudes they need for their future learning. They are well prepared for school.

Setting details

Unique reference number	EY460352
Local authority	Barnsley
Inspection number	10099103
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	18
Number of children on roll	23
Date of previous inspection	11 February 2019

The childminder registered in 2013 and lives in Barnsley, South Yorkshire. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants, one of whom holds a relevant qualification at level 4.

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