

Childminder report

Inspection date	9 July 2019
Previous inspection date	8 March 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 are happy and confident in the childminder's care. They form secure attachments to her and babies are comforted by her cuddles. The childminder works with parents to help children settle quickly when they first start.
- The childminder makes excellent use of what she knows about children's interests. She provides varied and imaginative resources that motivate children to get involved. Children are enthusiastic and quickly captivated by the learning opportunities.
- Children have time to explore resources and are curious to find out what they can do. The childminder makes good use of her interactions with children to support their learning. She watches them as they play and follows their lead.
- Parents are pleased with the good progress their children make. They value the information the childminder shares with them about what children have been doing. Parents comment on how much their children enjoy coming to the childminder.
- Children learn to share well and to play alongside their peers. They respond to simple boundaries and gentle reminders from the childminder. Children are encouraged to develop good manners and learn to be kind to each other.
- The childminder has developed her outdoor area to make sure it offers children a range of physical activities and challenges. Older children delight in using the slide by themselves. There are opportunities for children to experiment with different materials and to use numbers in their play.
- Sometimes, the childminder does not make the very best use of her assessments of children's development to thoroughly check that they make consistently rapid progress over time.
- The childminder has not taken full advantage of focused professional development to raise the quality of her practice to the very highest level.

What the setting needs to do to improve further

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

- make even better use of precise assessments of children's development to rigorously review children's progress over time
- make the most of targeted professional development to further improve practice to an outstanding level.

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.
- 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 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 continually evaluates the learning opportunities she offers and gathers the views of parents. She uses support from the local authority to make sure her procedures are up to date. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She has used some training to refresh her knowledge. The childminder works in partnership, with parents and other settings children attend, to support children's progress. She finds out what topics children are learning at school so she can complement them in her setting. The childminder shares detailed information about children's daily routines with parents so there is continuity in their care. She gathers information from parents, about what children can do before they start, to help her quickly get to know them.

Quality of teaching, learning and assessment is good

The childminder is qualified and experienced. She has a very strong understanding of how to make the best of children's play to challenge their learning. The childminder closely observes children to find out what they can do and what fascinates them. Younger children, who enjoy exploring resources with their fingers, become quickly engrossed in new activities with pegs, pom-poms and small pots. They show high levels of concentration for their age and are determined to keep trying. The childminder carefully observes how children explore the resources and skilfully helps them follow through their own ideas. She shows them how to use the pegs and talks to them about what they are doing. Older children investigate the noises they can make with toy cars and bubble wrap. The childminder introduces and repeats the new words they use to describe the different sounds.

Personal development, behaviour and welfare are good

Children are keen learners, and the childminder creates a welcoming learning environment for them. They enjoy independently accessing their favourite toys and making their own choices. The childminder works with parents to make sure children are offered a balanced diet across the day. She offers children some of the foods they prefer, as well as different fruits and vegetables. Children learn to keep themselves safe. The childminder shows children, including babies, how to cool their food to make sure it is not too hot to eat. Children have opportunities to become familiar with cultures beyond their community. The childminder makes sure resources in her setting show children how everyone is both similar and different from each other.

Outcomes for children are good

Children make good progress in their development. Babies confidently start to pull themselves up to stand at low tables and take their first steps. They experiment with making different sounds and begin to develop their first clear words. Children refine their physical skills as they learn how to squeeze pegs and take lids on and off different containers. Older children are well prepared for starting at nursery or school. They develop their social skills and learn to communicate their needs to the childminder.

Setting details

Unique reference number	EY420322
Local authority	Doncaster
Inspection number	10074673
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	11
Date of previous inspection	8 March 2016

The childminder registered in 2011 and lives in Tickhill, Doncaster. She operates all year, Monday to Friday, from 7.30am to 6.30pm, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3 and provides funded early education for three-year-old children.

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