

# Childminder report

<b>Inspection date</b>	5 September 2018
Previous inspection date	13 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 seeks the views of parents, children and other professionals to help her critically evaluate the quality of her provision and its impact on children's development. This helps her to make steady improvements over time, such as introducing a new play area in the garden.
- Children are motivated and very eager to learn. They listen carefully, understand instructions, and are willing to try new ideas suggested by the childminder. This helps children to achieve what they set out to do.
- The childminder greets children warmly. She gets down to their level, offers them a hug and welcomes them inside. This helps children to feel valued.
- The childminder is determined to help children do the absolute best they can. She skilfully plans all activities to meet children's very individual learning needs. This also means they can join their friends in any activity that takes their interest.
- The childminder uses the progress check at age two to effectively help her identify any gaps in children's development. All children make good progress from their starting points, in readiness for school.

## What the setting needs to do to improve further

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

- target plans for professional development more effectively to enhance the quality of teaching and achieve excellent outcomes for children
- develop the use of questioning and allow children more time to process their own thoughts and respond with their own answers.

### Inspection activities

- The inspector observed the quality of practice and its impact on children's care and learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke with the children during the inspection.
- The inspector looked at children's records and a range of other documents, including training certificates and evidence of suitability checks.
- The inspector took account of parents' views.

#### Inspector

June Rice

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her mandatory training up to date and attends additional safeguarding training. She has a good understanding of the possible signs and symptoms of abuse, neglect, extremism and radicalisation. The childminder fully understands the procedures she must implement to help keep children safe. She shares her policies and procedures with parents and information about how she promotes children's development. This helps parents to understand what to expect for their children. Parents comment that the childminder has a real passion for her work and keeps them fully involved with their children's learning.

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

The childminder models very good communication and language skills. She is keen for children to be strong communicators and makes sure their day is rich with language. The childminder has successful partnerships with parents and other settings children attend. The information they share helps her to make accurate assessments of children's progress and plan effectively for what they need to learn next. Children find different ways to fill bottles with coloured rice. They learn what 'half full' means, name the colours and enjoy the feel of the rice falling through their fingers. Children love creating their own pictures and confidently describe what they have painted.

### Personal development, behaviour and welfare are good

The childminder provides a warm, welcoming learning environment that children find interesting. This helps children to settle in quickly. Resources are presented so that children are able to make their own choices about what they want to do as they grow more independent. The childminder works very closely with parents from the first day they meet, to ensure she can meet children's individual care and learning needs. Children have a strong bond with the childminder. They develop good physical skills and learn to eat healthily through their daily routines and activities. Children are well behaved and have good relationships with each other.

### Outcomes for children are good

Children leave the childminder with good all-round skills and emotionally ready for school. Children are confident in their physical abilities. For example, they skilfully avoid obstacles while riding a bicycle. Children recognise and use number in their play. They are beginning to form the letters of their names and have the social skills that help them to develop good relationships with other children and adults.

## Setting details

<b>Unique reference number</b>	EY337279
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10061452
<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>	6
<b>Date of previous inspection</b>	13 August 2015

The childminder registered in 2006 and lives in Shafton, near Barnsley. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
Store Street  
Manchester  
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