

# Childminder report

<b>Inspection date</b>	4 October 2018
Previous inspection date	3 March 2016

<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

### The provision is good

- Children form strong attachments to the childminder and quickly grow in confidence. She praises all of their efforts to help build their self-esteem, and uses her interactions with them to model good manners.
- Overall, the childminder knows children well and creates learning opportunities that promote the next steps in their learning. Children talk about the coloured pens they are using, count their fingers and begin to recognise different shapes.
- The childminder is qualified and experienced. She uses her interactions with children to challenge their learning effectively, overall. She shows them how to do new things, makes suggestions about what they could do next and asks them questions about what they are drawing.
- Parents are very pleased with the progress their children make and the communication they have with the childminder. They discuss with her what children need to learn next and share strategies to support children as they become more independent.
- The childminder has close links with the local nursery and school. She uses these well to help children become familiar with their new setting before they start and to build on what they are learning at nursery.

### It is not yet outstanding because:

- Children do not consistently have enough opportunities to get deeply involved in activities that ignite their curiosity and challenge their thinking skills.
- Sometimes, the childminder does not make the most of her assessments of children's development to rapidly respond to their changing needs and development, and help them make very rapid progress.

## What the setting needs to do to improve further

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

- provide even more learning opportunities for children that promote very high levels of imagination, curiosity and thinking skills
- strengthen how assessments of children's development are used to support meticulous and highly responsive planning for children's very rapid progress.

### 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 written feedback they had provided. She spoke with 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 used for childminding.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is thorough in reviewing her procedures and keeping parents informed of any changes to her setting. She is proactive and efficient at making sure she shares appropriate information with other settings and agencies. For example, she shares details of children's development to help teachers get to know children well before they start at the local nursery school. Safeguarding is effective. The childminder has a secure understanding of how to recognise and respond to concerns about children's welfare. She makes good use of training to strengthen her knowledge of wider safeguarding issues, and gather new ideas to further develop her practice. The childminder continually evaluates the learning environment to make sure it is bright, welcoming and reflects the interests of the children who attend.

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

The childminder makes some observations and assessments of what children can do and shares these regularly with parents. She is responsive to children's choices as they play, and adapts activities so she can build on what they need to learn next. Children enjoy drawing around their hands and the childminder challenges them to count their fingers and find the matching numeral. The childminder uses everyday experiences to create different learning opportunities. Children enjoy visiting the vet and talking about the different types of dogs they see. Older children get involved in finding items in the supermarket, and think about the different letters they can see and the sounds they make. Children use their good communication skills to talk about the different characters in their game and the structures they have made from bricks.

### Personal development, behaviour and welfare are good

Children are secure, happy and confident in the childminder's care. They seek reassurance from her when they need it and happily cooperate with simple boundaries. The childminder explains why they need to be careful as they play an exciting game with their friends, and they quickly get involved in tidying away toys. Parents are very pleased with how the childminder works in partnership with them to help children confidently learn to use the toilet independently. Older children demonstrate they have the social skills they need to create imaginative games with their friends and take turns well. The childminder encourages children to develop healthy eating habits and offers different choices to make sure they have a balanced diet. She talks to children about their similarities, explains that they must respect each other's differences and makes sure her resources reflect children's different cultures.

### Outcomes for children are good

Children make good progress in their development and are well prepared for starting at nursery or school. Older children learn to listen carefully to the different sounds at the beginning of words, and can recognise their own name. Younger children delight in developing control when they are drawing and start to give meaning to the different marks they make. All children develop the social skills, confidence and independence they will need for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY331980
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10061470
<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>	3 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	3 March 2016

The childminder registered in 2006 and lives in Great Houghton, near Barnsley. She operates all year round except for bank holidays and family holidays. Her opening times are from 7am until 6pm, on Monday, Thursday and Friday, from 7am until 9am and 3pm until 6pm on Tuesday, and from 7am until 4.30pm on Wednesday. The childminder holds a relevant qualification at level 3. She provides funded early education for three- and four-year-old children.

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