

Childminder Report

Inspection date	24 October 2016
Previous inspection date	7 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 reflects on her practice and is committed to making further improvements. Since the last inspection, she has obtained a paediatric first-aid certificate and ensures all her training records are available for inspection.
- Children develop strong emotional bonds with the childminder. They are happy and self-assured and the childminder meets their emotional needs well. This helps children to gain confidence and feel secure in her care.
- The childminder asks a good range of questions to encourage children to discuss their ideas and develop their thinking skills.
- The childminder teaches children well. She adapts activities in response to their needs and follows their interests. Children acquire new skills and knowledge and are developing a positive approach to learning.
- The childminder actively promotes children's independence and encourages them to do things for themselves. Children are confident to express their ideas, make decisions and shape their own learning through play.

It is not yet outstanding because:

- The childminder does not gather enough ongoing, in-depth information from parents about children's achievements and learning at home.
- Partnership working is stronger with the local nursery than with the reception class, where the relationship is in its infancy. As a result, children's ongoing learning and development is not always effectively supported.

What the setting needs to do to improve further

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

- strengthen the existing methods used to encourage parents to share more information about children's learning and interests at home
- build on the strategies for working in partnership with professionals from other settings children attend, to support continuity for children's learning.

Inspection activities

- The inspector toured the areas of the childminders home used for childminding purposes.
- The inspector observed the quality of the teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at evidence of suitability of adults in the household, a sample of policies and procedures and evidence of the childminders qualifications and training.
- The inspector talked to the childminder about her self-evaluation procedures and priorities for improvement.

Inspector

Christine Walker

Inspection findings

Effectiveness of the leadership and management is good

The childminder is proactive in evaluating her service. She listens to children's views and includes them in decisions. For example, they have been involved in the development of a new playroom by drawing designs and writing wish lists for resources. Arrangements for safeguarding are effective. The childminder is knowledgeable in child protection procedures and knows how to report concerns to the appropriate authorities. She carries out risk assessments of the house, garden and outings, in order to help her provide a safe environment for children. The childminder carefully monitors children's progress to identify and close any gaps in their learning. Parents say that they are very happy with the quality of care and learning their children receive.

Quality of teaching, learning and assessment is good

The qualified and experienced childminder has a good understanding of how children learn and uses her knowledge to deliver good quality learning experiences. Activities are planned thoughtfully to help children make good progress. Children consolidate key skills as they write their own names. They are encouraged to concentrate to complete tasks, as they carefully cut out masks they have made. They receive praise and encouragement to keep on trying until the mask is finished, helping to build their confidence and self-esteem. The childminder follows children's lead as they develop their own play and learning. For example, children decide to use string to make a spider's web around the kitchen, talking excitedly about spiders and how they catch flies. The childminder effectively extends their learning through thoughtful questioning. She uses every opportunity to build on children's learning. For example, as children explore a range of autumn resources they have collected she carefully explains that a conker is smooth and shiny and chestnuts are knobbly and have a sharp pointed end.

Personal development, behaviour and welfare are good

Children are self-assured and clearly enjoy the childminder's company. Their behaviour is good because the childminder is a positive role model and children respond well to her. She has high expectations of children and is consistent in her approach. The childminder supports children's understanding of healthy lifestyles and they help to choose the weekly menu. They have good opportunities for daily exercise and fresh air in the garden and on daily walks to and from school. Children are encouraged to follow good hygiene practices and are independent in their self-care. The childminder takes children on numerous visits to local attractions during the school holidays, broadening their knowledge of the local and wider community.

Outcomes for children are good

All children make good progress from their starting points. The childminder places a very strong focus on helping children gain the skills that they need to build a solid foundation for their future learning. They are enthusiastic learners who concentrate for long periods of time. Children are excited about their learning opportunities and thrive on learning new information and enjoying new experiences.

Setting details

Unique reference number	317759
Local authority	Doncaster
Inspection number	1058138
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 10
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	7 October 2015
Telephone number	

The childminder was registered in 2000 and lives in Tickhill. She operates all year round, Monday to Friday from 7.30am until 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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