

Childminder Report

Inspection date

9 November 2015

Previous inspection date

16 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children develop very strong bonds with the childminder and often remain in her care for many years. Children show that they are very comfortable in the childminder's home. They settle well and show they feel safe and happy.
- The childminder provides children with opportunities to develop their social skills and gain confidence with other groups of children. She takes them on a wide range of outings and childminding group events and helps them to learn about the wider community.
- The childminder makes regular assessments of the children's level of development and progress. She uses her detailed knowledge of individual children's needs and interests to plan a broad range of imaginative activities and experiences. Children are fully engaged and motivated to learn.
- Partnerships with parents and professionals from other settings that the children attend are very strong. The childminder shares purposeful information to ensure children's individual care, development and learning needs are well met.
- The childminder has a strong drive to achieve a high-quality provision. She evaluates her provision and keeps up to date with early years practice, in order to improve children's care and learning.

It is not yet outstanding because:

- Occasionally, during planned activities, the childminder intervenes too quickly and does not always provide children with opportunities to explore and carry out activities in their own way.
- At times, the childminder does not always give children opportunities to formulate a response to questions before asking further questions.

What the setting needs to do to improve further

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

- extend opportunities for children to explore and carry out activities in their own way during adult-led activities
- give children enough time to think about and respond to questions.

Inspection activities

- The inspector observed the childminder and their engagement with children throughout the inspection.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability, qualifications and recent training completed by the childminder and her assistants and the suitability of all household members.
- The inspector viewed children's files and assessment records, relevant policies, procedures and health and safety documents.
- The inspector took account of the written views of parents.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her home effectively to meet children's learning and care needs. The arrangements for safeguarding are effective. The childminder demonstrates a confident understanding of who to contact if she has a concern about a child. There are thorough procedures in place to ensure the suitability and knowledge of her assistants. The childminder has a strong commitment to improvement. The steps taken to improve her practice since her last inspection have had a positive impact on children's learning and welfare. The childminder regularly reflects on her practice and involves the parents and children in this process. She effectively develops her knowledge by reading articles and working closely with other childminders.

Quality of teaching, learning and assessment is good

This experienced childminder has a good understanding of how children learn. She knows the children very well and plans experiences that closely match their interests and preferences. Children's emerging language, literacy and mathematical skills are supported well. The childminder provides meaningful activities that develop their skills further. The childminder uses the children's interest in a dolls house to engage them in counting the numbers on the doors. Children enjoy looking for the corresponding numbered key and finding out what is behind the different doors. Children develop good hand-to-eye coordination. They confidently use utensils to cut up strawberries and bananas for their snack and pour salt onto blocks of ice to see what happens. The environment is very well organised. Books, toys and resources are easily accessible and carefully selected to support children's learning. Parents are very complimentary about the childminder's support and guidance. She provides them with regular updates of their children's progress and offers suggestions on how they can continue their children's learning at home.

Personal development, behaviour and welfare are good

The childminder has thorough settling-in arrangements which ensure children's individual needs, care routines and well-being are met. The childminder forms very good relationships with the children and their parents which mean children feel secure and confident while in her care. She regularly praises and encourages children throughout their activities which ensure they feel valued and appreciated. Children use good manners, behave very well and have fun. The childminder is a positive role model and provides children with clear, consistent and age-appropriate behavioural expectations. The childminder promotes children's awareness of leading a healthy lifestyle. Children have continual access to the outdoor area which promotes their physical skills and their understanding of how to manage risks. The childminder supports children to be emotionally well prepared for the next stage in their learning and school.

Outcomes for children are good

Children make good progress from their starting points and are working at typical levels or better for their age, including those who receive funded early education. Children are developing the key skills to be ready for future learning and school. They are eager to learn and show high levels of concentration during activities.

Setting details

Unique reference number	501534
Local authority	Rotherham
Inspection number	847945
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 14
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	16 December 2009
Telephone number	

The childminder was registered in 2001 and lives in Maltby, Rotherham. She operates during term time only from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder sometimes also works with an assistant. She holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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