

# Childminder Report

**Inspection date**

19 September 2017

Previous inspection date

9 January 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 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 understands how children learn and develop. She undertakes accurate observations and assessments of children's learning. She uses this information well to plan next steps in children's learning and monitors their progress effectively.
- The childminder's home is well resourced. Children actively explore the rich, varied and stimulating environment. They are motivated and interested in developing their skills through purposeful and challenging play opportunities.
- Children build strong attachments with the childminder. She ensures that they are settled and happy in the provision. She displays their creative work around the setting and children are proud to talk about their achievements.
- The childminder understands the importance of outdoor play and physical exercise. Children show good control and coordination through their large and small movements.
- The childminder takes the children on trips in the local community, which they enjoy. They know about similarities and differences between themselves and others.

**It is not yet outstanding because:**

- The childminder does not consistently model the correct pronunciation of new words to ensure children learn how they sound.
- The childminder misses opportunities to develop children's understanding of shape and size during play.

## What the setting needs to do to improve further

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

- help children more effectively to learn the correct pronunciation of new words
- make better use of opportunities to develop children's understanding of shape and size during play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through verbal and written feedback.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the possible signs and symptoms of abuse. She knows how to record and report any concerns regarding children's welfare. All required documentation is in place. The childminder ensures children are safe and secure. She supervises children at all times and manages risks effectively. She uses networking opportunities, and completes training that increases her knowledge and skills successfully. For example, she recently attended a course to help children learn to respect and tolerate each other. The childminder has established effective links with local schools to promote consistency and complement children's care, learning and development. The childminder's self-evaluation is accurate and includes the views of parents and children. She uses her evaluation to successfully identify areas for improvement to provide positive learning outcomes for children.

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

The childminder consistently talks to children and engages them well in conversation about what they are doing. She reads books, sings songs and encourages children to express themselves effectively. She engages them in activities that interest them. For example, they enjoy learning about the lifecycle of the butterfly. The childminder provides children with additional equipment to help them extend their investigations. This builds on children's interests and curiosities, keeping them well engaged and motivated to learn. Parents contribute to initial assessments of children's starting points on entry, and the childminder keeps them well informed about their children's progress.

### Personal development, behaviour and welfare are good

Children confidently and actively play, learn and explore in the childminder's company. She provides lots of praise and encouragement so children feel good about themselves. This effectively promotes their sense of belonging and develops their self-esteem well. Effective procedures ensure children settle quickly. The childminder gains information from parents to help her meet children's needs. She follows children's home routines and care practices well. The childminder has consistent boundaries in place, and praises children for their efforts so they feel valued. Children behave well. The childminder successfully promotes children's health and well-being. Children regularly participate in outside play and enjoy a range of healthy meals and snacks. They manage their personal needs well, according to their age and stage of development.

### Outcomes for children are good

Children make good progress from the time they start at the setting. They are motivated learners who confidently explore and develop the skills they will need when they move on to nursery or school. Children develop confidence in speaking and develop good early literacy skills. They can recognise their own name and are developing an interest in writing their name. They express their creativity well as they use various tools for mark making and painting.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY100472                                                                          |
| <b>Local authority</b>             | Doncaster                                                                         |
| <b>Inspection number</b>           | 1091250                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 9 January 2015                                                                    |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2002. She lives in Balby, in Doncaster. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

