

Childminder report

Inspection date	1 March 2019
Previous inspection date	10 July 2015

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

- Children form very strong attachments to the childminder and quickly settle into her care. They thrive in the warm and welcoming environment. Children confidently communicate their needs and are reassured by the sensitive responses from the childminder.
- The childminder knows children very well. She makes regular assessments of what they can do and discusses their development with parents. The childminder thoroughly reviews children's progress over time to find out what they need to learn next.
- Children enjoy learning through their play. The stimulating environment and wide variety of activities motivate children to get involved. Babies explore different materials and textures. Older children independently choose their favourite toys.
- The childminder makes the most of her interactions with children to support their learning. She listens carefully to the different sounds babies make and praises them when they join in.
- Children's confidence and emerging social skills are carefully nurtured by the childminder so that they are ready for starting at school or nursery. They have lots of opportunities to attend playgroups and practise joining in activities with larger groups of children.
- The childminder has taken advantage of support from the local authority and training to improve her practice. She has strengthened how she plans for children's learning and deepened her understanding of how to respond to concerns about their development.
- Sometimes, the childminder does not make the most of what fascinates children as they explore resources to further extend their thinking.

What the setting needs to do to improve further

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

- take full advantage of what fascinates children as they explore to further build their concentration and extend their problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact it had on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents spoken to on the day and through the childminder's own questionnaires. She spoke to 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 the childminder uses.

Inspector

Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The childminder is ambitious. She has high expectations of herself and what children can achieve. Training has improved her understanding of how to support children with special educational needs and/or disabilities. The childminder gathers the views of parents to help evaluate her setting. She continually reviews the resources she offers children and the different ways she can use outings to promote children's learning. Safeguarding is effective. The childminder has a sound understanding of how to recognise and respond to concerns about children's welfare. She has used training to widen her knowledge of safeguarding issues. The childminder has a good relationship with the local school. She works in partnership with teachers to find out how to prepare children and help them settle when they first start.

Quality of teaching, learning and assessment is good

The childminder is qualified and has a good understanding of how to support children's development. She uses what she knows about children to plan challenging learning experiences. Older children learn to listen to the different sounds the letters in their name make. The childminder helps them recognise the letters they know in the environment when they are walking to school. She makes very good use of the singing groups they regularly attend to help children enjoy playing with sounds and words. The childminder skilfully helps babies get involved in activities alongside the older children. She shows them how to use different craft materials and praises their efforts. Children have the time to refine their physical skills and show control when they use different tools.

Personal development, behaviour and welfare are good

Children are encouraged to be independent during their play and daily routines. Older children check how cold it is outside to see if they will need a coat. They enjoy helping to tidy up after lunch and the childminder explains they need to dry the floor to stop it being slippery. The childminder has strong partnerships with parents that support children's overall well-being. They discuss in detail how to support children to develop healthy eating habits and help them try different foods. Children understand that some foods are treats and they must look after their teeth carefully. The childminder uses a wide variety of outings to help children learn about the world beyond their own community. She answers their questions about what they see to help them understand their similarities and differences.

Outcomes for children are good

Children make good progress in their learning and are well prepared for starting at school or nursery. Older children learn to recognise their name and can find objects that start with the same sound. Babies relish joining in and begin to give meaning to the different sounds they can make. They delight in being able to stand and move themselves around the room using the furniture. Children use their good communication and language skills to tell the childminder about their holidays and families. The older children show that they are aware of the feelings of others. They enjoy bringing babies their favourite toys when they are upset.

Setting details

Unique reference number	EY153289
Local authority	Doncaster
Inspection number	10062603
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 July 2015

The childminder registered in 2002 and lives in the Sprotborough area of Doncaster. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant early years qualification at level 3.

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