

Childminder Report

Inspection date

6 July 2016

Previous inspection date

1 June 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 is committed to improving her practice. Since her last inspection, she has adapted how she interacts with children during craft activities making sure that she does not over direct them. This enables children to freely express themselves when using different media, such as paint.
- The well-qualified childminder gives children simple instructions and talks to them about what they are doing. She questions children and waits for them to consider what she is asking, giving them time to answer. This aids their learning well.
- The childminder provides a wide range of resources that are age and stage appropriate. Children are able to select these resources themselves. This helps them to become independent learners who are confident to make choices about what they want to do.
- Children and parents are invited to visit the childminder's home where they receive a warm welcome. These visits provide children with time to adjust to their new routine and develop a bond with the childminder.
- The childminder is quick to identify any gaps in children's learning and plans effectively to help them catch up. The childminder is clear about children's abilities before they start and confidently demonstrates that children develop the skills they need for school.

It is not yet outstanding because:

- Strategies used to encourage parents to share information about their children's learning at home are not always successful.
- Children do not always learn the most from activities. The childminder misses opportunities to build on children's early understanding of space and measurement.

What the setting needs to do to improve further

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

- explore more ways to help parents to share information about what children are learning at home
- improve teaching skills in using a variety of examples and words in order to extend children's mathematical development.

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation including, training certificates and evidence of suitability checks.
- The inspector took account of parents' views.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a sound understanding of possible signs and symptoms of abuse or neglect. She understands the procedures she must implement to help safeguard children. The childminder checks her home, garden and the resources she provides to help ensure children's safety. Parents are provided information about the early years foundation stage and her policies and procedures. The childminder has reflected on the quality of the care and learning she provides. As part of her action plan, she has identified, booked and attended various training events. For example, since her last inspection she has attended training to further develop her understanding of how to complete the progress check for children between the ages of two and three years.

Quality of teaching, learning and assessment is good

The childminder provides parents with information about their children's development and what they need to learn next. The childminder helps children to refine their pronunciation and extend their communication and language skills. One way she does this is by sensitively correcting what they have said when repeating their words back to them. The childminder engages children by talking to them about what they are doing. She encourages older children to name colours and numbers. Younger children are shown how to print with sponges and are left to explore the paint with their fingers before progressing to making handprints. Older children show their skills in using technology. They press the corresponding key of a remote control to correctly match characters of the story they are listening to. The childminder teaches children to write their names using the same format as the school they will be attending. Children use different-sized spoons and containers to fill bottles with rice. They watch intrigued as the bottle fills up and overflows. They empty the bottle and start again recognising that they cannot add anymore.

Personal development, behaviour and welfare are good

The childminder has high expectations for good behaviour. She is a good role model and is sensitive when encouraging children to share and take turns. This is one way she helps children to develop the skills they need to cooperate and respect others. The childminder takes children to visit their new school and introduces them to their teachers. This helps children prepare emotionally for school. Children learn how to use utensils properly and to drink without spilling. Children enjoy being outside in the fresh air. They confidently ride cars, use slides and rockers. Children are given experiences away from the childminder's home, which include trips to museums and local parks. This helps them develop a sense of their local community and the wider world they live in. Children put on sun hats and wait for sun cream to be applied before going outside. This shows a growing understanding of how to care for themselves in the sun.

Outcomes for children are good

Children are motivated and active learners who make good progress. They explore what is on offer and keenly follow their own interests. They quickly master fastening their own shoes and going to the toilet independently.

Setting details

Unique reference number	EY222426
Local authority	Doncaster
Inspection number	1051056
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	1 June 2015
Telephone number	

The childminder was registered in 2003 and lives in Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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