

Childminder Report

Inspection date

Previous inspection date

13 August 2015

2 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The childminder plans a good variety of activities and play opportunities that keep children motivated. As a result, children are active learners who make good progress across all areas of learning.
- The childminder has a good understanding of how children learn and develop. Children's progress is accurately assessed and this information is used well to plan for their individual learning needs. All children develop the skills they need for school.
- The childminder provides a warm, homely environment that is well resourced for children of all ages and stage of development.
- Children talk about healthy foods. They plant and tend to fruit and herbs, and are involved in the preparation of these to use in their meals. This helps them as they develop an understanding of how to eat healthily.
- The childminder regularly carries out visual risk assessments to check the suitability of the environment, resources and equipment. The home is secure and well maintained.
- The childminder has a good knowledge and understanding of safeguarding issues. This helps her to keep children safe and protect them from harm.
- The childminder invites parents to settling-in visits with their children. Parents are reassured as they observe their children developing a warm relationship with the childminder and interacting with other children. This promotes their well-being.

It is not yet outstanding because:

- The childminder is not always as skilled in her interactions with children when they are engaged in self-chosen activities.
- The childminder has not yet explored further ways to successfully engage with some of the other settings that children attend.

What the setting needs to do to improve further

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

- strengthen the quality of teaching further, recognising the times when children benefit from more direct interaction to support their self-chosen learning and activity
- explore further ways to involve other settings in the two-way sharing of information, supporting and complementing children's continuous learning.

Inspection activities

- The inspector observed activities in the childminder's home and the outdoor environment.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documents, including training certificates and suitability checks.

Inspector

June Rice

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well-qualified childminder is confident in her questioning during well-planned activities. She narrates what is happening and adapts her questions to suit children's different levels of understanding. Older children are given the task of reading measurements on weighing scales. Younger children help to read out the number of grams needed for each ingredient. Children really enjoy playing outside. They are very energetic as they move around exploring different resources. Children play a short game of tennis before they decide they want to chase bubbles. There is a friendly competitiveness and children feel a sense of achievement when the wand beeps after bursting twenty bubbles. The childminder shows an interest in what children are talking about and sometimes repeats back what they are saying, being careful to use the correct words. This helps children to develop their vocabulary. However, the childminder does not always respond as readily when children are engaged in activities they have chosen for themselves. For example, she does not make the most of the opportunity to talk to children about what they are trying to do or make suggestions to help them make more rapid progress.

The contribution of the early years provision to the well-being of children is good

The childminder provides an outdoor environment that children find interesting. The selection of resources promotes children's physical development. Children use spades to dig sand and fill moulds. They run around, climb slides and crawl through tunnels. The childminder is committed to helping children be emotionally ready for school. She takes them to meet their new teacher. At lunchtime she strikes up a conversation about school dinners and the friends they are going to make. The childminder teaches children to dress themselves and fasten their own shoes. They also learn good hygiene practice, such as disposing of tissues and washing their hands after blowing their nose. The childminder is very familiar with children's different personalities. She knows when to remind them to consider others. This helps them to develop their social skills.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the Early Years Foundation Stage. She completes accurate assessments, including the progress check for children between the ages of two and three years. The childminder reflects on the quality of her provision and has effectively addressed previous recommendations. She has well-established links with the local children's centre, attends childminding groups and regular training as part of her commitment to continued improvement. The childminder encourages parents to look at children's learning records and discuss their development. She has made and supplied story bags to help parents develop children's communication, language and reading skills in readiness for school. The childminder knows what subjects children are studying in school. However, she has not found a wholly successful way to share information about children's individual learning with all providers involved.

Setting details

Unique reference number	EY222944
Local authority	Doncaster
Inspection number	855755
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	2 February 2009
Telephone number	

The childminder was registered in 2002 and lives in Mexborough. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 4.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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