

Childminder Report

Inspection date

21 April 2015

Previous inspection date

7 September 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

- Children develop strong emotional attachments with the childminder. This is because she provides a caring and nurturing environment, which effectively promotes their sense of security and emotional well-being.
- The childminder has a thorough understanding of safeguarding and child protection procedures and has developed good procedures to minimise risks. Consequently, children are kept safe and secure.
- Children enjoy easy access to a wide range of resources and they confidently choose and select these for themselves.
- Strong partnerships exist with parents, other professionals and settings involved in children's care. Regular two-way communication ensures children's progress and development is consistently shared.
- The childminder organises a broad range of well-planned activities for the children, which supports them to make good progress in their learning.
- The well-qualified childminder is very focused on making sure children develop the key skills needed to be ready for school.

It is not yet outstanding because:

- The childminder does not always give enough time for children to think and formulate their answers to questions. This results in occasional missed opportunities for children to develop their thinking skills.
- The childminder does not always obtain sufficient and precise information from parents about all areas of their child's prior learning.

What the setting needs to do to improve further

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

- enhance children's communication skills further, by allowing them plenty of time to think and formulate their answers when questions are posed
- strengthen ways of supporting parents to share sufficient and precise information about what their children already know and can do when they first join the setting, in order to gain a full overview of each child's achievements, from which to plan for their future learning.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the written views of the parents and other providers.
- The inspector checked evidence of the suitability of all members of the household, the childminder's qualifications, and her self-evaluation and improvement plan.
- The inspector observed activities taking place in the indoor play area and in the garden.
- The inspector looked at a range of records including accident and medication records, written policies, risk assessments and information about children's learning and development.

Inspector

Christine Walker

Inspection findings

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

The childminder has a good understanding of how children learn and develop. Children are motivated and readily participate in activities of their choice. They enjoy playing with small-world toys, such as play people, make up stories and tell them in their own words. The childminder talks to children as they play, asking questions and introducing new words to extend their speech. She also helps them to pronounce words correctly, for example, the 'b' sound at the beginning of the words big and bus. However, the childminder does not always give children enough time to think and formulate their answers to her questions before she answers them herself. For example, she asks children if the ball is big or little, then gives the answer before they have time to respond. The childminder uses her observations of children's learning effectively to identify and plan for the next steps in their learning. As a result, children make good progress. Children have a 'my book' which contains a copy of all observations and is a detailed record of their time with the childminder. This enables parents to continue their child's learning at home and they comment very favourably on it.

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

The childminder supports children in developing a good understanding of the importance and benefits of physical exercise and a healthy diet. Children have access to regular outdoor play. They benefit from the childminder's well-organised garden. This has a good selection of equipment to support children to explore and develop across all areas of learning. Children enjoy playing with a range of balls and develop their physical skills, such as throwing and catching. The childminder encourages children to eat a healthy diet, offering nutritional snacks and meals. Children's independence skills are effectively supported through daily activities, such as putting on their shoes or spreading toast at snack time. Children's behaviour is good and they are encouraged to share and take turns with toys and equipment. Parents are very happy with the care she provides.

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

The childminder has a secure knowledge of the requirements of the Early Years Foundation Stage and effectively meets children's care and learning needs. The childminder meets with parents as part of the induction process. This helps her gain a good range of information about each child's care needs and abilities. However, this information is not always sufficient in detail to give the childminder precise information about all areas of children's prior achievements. Therefore, learning is not always maximised from the very start. The experienced and qualified childminder prioritises training and puts into practice what she has learnt. For example, she has developed her behaviour management skills and looks for the cause rather than reacting to the behaviour itself. The childminder monitors the educational programme she offers as she reflects on children's learning and tracks their progress. This identifies any gaps and further enhances children's already good progress.

Setting details

Unique reference number	EY260143
Local authority	Doncaster
Inspection number	855995
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	7 September 2009
Telephone number	

The childminder was registered in 2003 and lives in Conisborough, Doncaster. The childminder holds a relevant qualification at level 3. She operates from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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