

Inspection date	10 March 2015
Previous inspection date	5 March 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 childminder actively participates in children's play. She introduces children to activities based on their interests and development stage. Children approach tasks confidently and have fun in their play.
- The childminder completes regular observations and assessments of children's learning. Assessments show an accurate understanding of children's individual progress, skills and abilities. The childminder can identify any gaps in learning, to help ensure that children reach their expected levels of development.
- Children make good progress in their learning and development. The childminder has effective partnerships with parents, which supports children's learning at home.
- Children form secure emotional attachments with the childminder because she is attentive to their individual needs, making children feel safe and secure.
- Children are provided with a stimulating and well-organised environment, both inside and outside, that supports their all-round development. Resources are of a very good quality and are accessible to all children. Children explore their environment with confidence.
- Children have regular opportunities throughout the day to get fresh air and promote their physical skills. They learn to take risks within their play. Children ride wheeled toys and move in a range of ways at speed, skilfully avoiding obstacles that they encounter.
- The childminder is well qualified and regularly updates her core training. She keeps up to date with practice changes, to build on her existing skills. This has a good impact on the learning experiences she offers children.

It is not yet outstanding because:

- The childminder does not always use a wide range of questioning techniques, to extend children's critical thinking skills.

What the setting needs to do to improve further

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

- increase the range of questioning techniques, to allow further opportunities for children to predict outcomes in their investigations and experiments, to optimise their learning.

Inspection activities

- The inspector observed activities in two playrooms and the outside area.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications. She also looked at the childminder's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from information included in the childminder's own parent survey.

Inspector

Jane Tucker

Inspection findings

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

The childminder uses information gained from observation to plan for children's next steps in learning. Children benefit from prolonged periods of uninterrupted time to play, which ensures they remain engaged and focused on activities. Children acquire the necessary skills they need to be ready for school. The childminder follows general themes, such as the seasons. Children learn how the leaves grow back on the trees in spring. They learn about the life cycle of a caterpillar. The childminder uses a range of effective teaching strategies. For example, she demonstrates how to stick coloured pom-poms and googly eyes to card to make a caterpillar. The childminder offers praise and encouragement. Children show satisfaction in what they have accomplished, showing their enjoyment and motivation to learn. The childminder reads a story about a very hungry caterpillar. She places a caterpillar puppet on her finger and a bowl of fresh fruit in the centre of the table. Children take it in turns to find one apple, two pears and three plums. However, the childminder does not always use questions that allow children to predict outcomes as they investigate and experiment.

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

Children engage in role play outdoors. They take their babies for a walk and pretend to be garage attendants, filling up their friend's motorbike with petrol. Children independently manage their own basic hygiene needs. They wash their hands after going to the toilet and before eating food. The childminder is a good role model. She uses positive techniques for managing children's behaviour, raising their self-esteem and promoting good behaviour. Children enjoy healthy packed lunches and snacks of fresh fruit. They sit at the table to eat, promoting their social skills and good table manners. Children celebrate different festivals and religious events throughout the year. They develop positive attitudes to others. The childminder takes positive steps to prepare children emotionally for school. Children meet the teachers and learn about the school environment.

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

The childminder has a strong understanding of her responsibility to safeguard children. She is fully aware of the signs and symptoms of abuse. The childminder knows the action to take to manage any concerns about a child in her care. She monitors the educational programmes. Children are provided with a very good mix of adult-led and child-initiated activities that cover all aspects of each area of learning. The childminder demonstrates a strong commitment to providing a high-quality provision. She uses self-evaluation to identify areas for development, as well as strengths. Parents complete questionnaires to show how they appreciate the childminder's care and are happy with the service she provides. The childminder has formed positive partnerships with other childminder's in the area. They meet at the local children's centre in order to enable children to learn in different environments.

Setting details

Unique reference number	EY270856
Local authority	Doncaster
Inspection number	860763
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	5 March 2009
Telephone number	

The childminder was registered in 2004 and lives in Balby, Doncaster. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children. She holds a relevant qualification at level 3.

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