

Childminder Report

Inspection date

14 December 2016

Previous inspection date

3 March 2016

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 has worked with her local authority advisors to address the areas for development identified at her last inspection. She has started to use self-evaluation to reflect on her practice and make continuous improvements that benefit children.
- The childminder supports children's communication and language development well. She introduces new words and encourages children to talk about their experiences as they play.
- Teaching is effective and supports children's good progress. Children achieve well in relation to their starting points.
- The childminder demonstrates a good understanding of how children learn. She manages behaviour in a positive way. The childminder creates a throwing and aiming game for young children who like to throw, to help extend their spontaneous learning.
- Children frequently take part in outdoor activities so they benefit from plenty of fresh air and exercise. They use a wooden play frame and wheeled toys in the garden. Children visit local parks and areas of interest further afield.
- Children have access to a colourful and well-maintained playroom with accessible resources. They can choose what to do and what to play with for themselves.

It is not yet outstanding because:

- Planning for children's individual learning is not always meticulously linked to the next stage in their development, in order to help them achieve rapid progress in all aspects of their learning.
- The childminder does not consistently share information with parents about what their child is learning next, in order to help parents guide their children's learning at home.

What the setting needs to do to improve further

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

- plan more precisely for children's next steps in learning to help secure more rapid progress in all areas of their development
- share information with parents about what children are learning next to help them guide their children's learning at home.

Inspection activities

- The inspector observed activities in the main playroom and looked at other areas used for childminding, including outside.
- 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 relevant documentation, including evidence of the suitability of all household members. The inspector discussed how the childminder reflects on her practice to make improvements.
- The inspector took account of parents' written views on the quality of the provision.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a safe environment for children. She carries out daily risk assessments of her own premises, which helps her to identify and minimise any potential hazards to children. The childminder has a good understanding of the possible signs and symptoms of abuse. Recent child protection training has helped her to refresh her knowledge. The childminder knows what to do in the event of an allegation being made against her or other household members. She is aware of the benefits of working with other professionals to share good practice. The childminder attends sessions at the local children's centre and uses the knowledge gained from these to build successfully on children's learning.

Quality of teaching, learning and assessment is good

Children show excitement in their learning. They enjoy taking part in adult-led activities. Children learn about different cultures and ways of living. They talk about Eskimos and compare how their home is different to an igloo. Children learn about the animals that live in the Arctic. They observe the different sizes of their toy bears and describe them as big and little. Children explore ice cubes they have made the day before. They use words, such as soft and cold to describe how they feel. Children guess what will happen to their ice when the childminder places it under the hot air. They squeal with delight when their prediction is right and shout, 'It's melting'. Children observe change as they add water to powder to make their own pretend snow.

Personal development, behaviour and welfare are good

Children show a desire to do things for themselves. They put their arms into coats when held up and pull up the zipper once it is fastened at the bottom. Children get their own bowl at snack time and independently use a knife to cut up their banana and apple. They learn where food comes from as they have opportunities to grow a variety of vegetables and fruit in the greenhouse. Children benefit from eating home-made meals that are nutritious and well balanced. The childminder gives children a sense of belonging and extends their understanding of the people and community in which they live. Children visit the local library and take trips on public transport, including trains and buses. They are learning about people who help them and different occupations. The childminder prepares children emotionally for their future education. Children get to know teachers and the environment as they attend a range of organised events at the local school.

Outcomes for children are good

Children are keen and confident learners who express their own preferences and interests. They have opportunities to practise early writing skills and to count during their play. This helps to develop their early literacy and mathematical skills. Older children consider the needs of young children and help them with tasks. This shows how children are developing a sense of respect for one another and shows that they have empathy for their friends. Children develop key skills that will help them to prepare for the next stages of their learning.

Setting details

Unique reference number	EY280486
Local authority	Doncaster
Inspection number	1058238
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	3 March 2016
Telephone number	

The childminder was registered in 2004 and lives in the Scawthorpe, Doncaster. She operates her provision all year round from 8am to 6pm on Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
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