

Childminder Report

Inspection date

13 August 2015

Previous inspection date

25 October 2011

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 has a good understanding of the Early Years Foundation Stage. She effectively uses her observations and assessments of children's learning and development to plan for each child's next steps. As a result, all children make good progress and they are ready for the next stages in their learning, including school.
- The childminder has a clear understanding of her responsibilities to safeguard children. She has effective child protection procedures in place and is clear about the action she would take if she had concerns about a child.
- The childminder creates a caring and supportive environment for children. As a result, children are confident to try new things and demonstrate that they feel happy and secure in her care.
- Partnerships with parents are good, which supports children in their ongoing learning. The childminder ensures parents are kept informed about their children's achievements and progress by means of effective and regular communication.
- The childminder plans effective opportunities for children to learn about the world around them through first-hand experiences.
- The childminder sensitively joins in with children's play and listens to them attentively. This supports children's learning and motivation, and helps to develop their self-esteem.

It is not yet outstanding because:

- Very occasionally, during some adult-led activities, the needs of the youngest children are not fully considered. This means they are not always able to take part in these activities in a way that is appropriate for their ages and stages of development.
- Some of the craft resources available to the children are not suitable for their stages of development.

What the setting needs to do to improve further

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

- strengthen the planning and consideration for the learning needs of the youngest children during adult-led activity times
- consider the variety of craft resources available to children, so that children have access to resources which are appropriate for their ages and stages of development.

Inspection activities

- The inspector talked to the childminder and children at various points throughout the inspection.
- The inspector observed the childminder engage with the children in a range of learning and care activities, both indoors and outside.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of other adults in the home.
- The inspector looked at samples of children's assessment records, the childminder's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents expressed in questionnaires provided by the childminder.

Inspector

Estella Champion

Inspection findings

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

The childminder supports children to become enthusiastic and self-motivated learners. Children are given the time and opportunity to develop their own play and ideas. The childminder adds challenge to children's play through the questions she asks and the resources she makes available. Younger children's communication and language is supported well through the childminder's meaningful interactions and age-appropriate questions. The childminder is effective at giving older children the time, resources and support to develop their creative and imaginative play. The childminder is sensitive to the needs of the quieter children and finds ways for them to become fully involved in activities. However, the childminder does not always plan for the learning needs of the youngest children during some of the adult-led activities. This means they are not always able to join in and get fully involved with the activity and learning.

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

The childminder is skilled at helping children to become sensitive to the different needs and feelings of others. She teaches children how to take turns. The childminder takes the time to ensure older children listen and talk to each other to avoid conflict and learn about compromise. She is a good role model and children behave well when in her care. Children are given opportunities to develop their independence in ways which are age appropriate. This helps children to develop the social skills needed for the next stage of their education, such as nursery or school. The childminder supports children's physical development. She helps children to make healthy food choices from the meals and snacks which she provides. The childminder has developed her outdoor area in order to ensure children have access to outside play all year round. The environment is welcoming and generally resourced very well. However, the choice of glue and craft resources available is not always appropriate for the ages and development stages of the youngest children. This means the younger children are not fully supported in this particular area of their development.

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

The childminder effectively monitors and evaluates the service she offers. She has developed good systems which enable her to track children's progress over time. The childminder uses training to broaden her knowledge and understanding even further, in order to support children's learning. For example, she has recently completed training which has encouraged her to make changes to how she organises and plans imaginative and role-play experiences. The childminder has formed positive working relationships with other settings which children attend. This means that information is shared about children's achievements and the activities and the topics they are working on at other settings. This ensures the childminder is able to provide continuity for children's learning. The childminder very occasionally works with an assistant. She supervises her assistant to ensure they have sufficient knowledge and understanding to undertake their role.

Setting details

Unique reference number	EY361530
Local authority	Doncaster
Inspection number	863695
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	25 October 2011
Telephone number	

The childminder was registered in 2007. She lives in Conisbrough. The childminder has a recognised early years qualification at level 3. She receives funding for free early education for two-, three- and four-year-old children. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She occasionally works with an assistant.

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