

# Childminder Report

**Inspection date**

6 August 2015

Previous inspection date

15 February 2011

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder obviously enjoys teaching and caring for children. Children, therefore, feel secure and happy in her company. Children develop good self-confidence and their emotional well-being is promoted.
- Children develop strong language and communication skills because the childminder engages them in conversations regularly, building on their vocabulary and encouraging them to be confident to speak out.
- Teaching is good. The childminder and her assistant complete accurate assessments of children's progress and confidently plan stimulating activities that are linked to their interests.
- Children are kept safe and their well-being is protected. There are good procedures in place to identify and check that children are kept safe in the childminder's home and on outings. The childminder is familiar with local safeguarding procedures and is alert to signs that indicate that children may be at risk of abuse.
- The childminder is dedicated to improving her knowledge and skills. She regularly attends training and she works closely with other local childcare professionals. The childminder continually develops her teaching and improves outcomes for children.
- The childminder has developed strong partnerships with parents. She regularly shares information about their children's progress. Parents are well supported to guide their child's learning at home.

### It is not yet outstanding because:

- The childminder does not always use questioning to challenge children and fully extend their learning.

## What the setting needs to do to improve further

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

- maximise the use of effective questioning skills to help children fully explore their thoughts and ideas, so that they make more rapid progress in their learning and development.

### Inspection activities

- The inspector spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector viewed all areas used by the children.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability of the childminder, her assistant and other family members.
- The inspector took account of parents spoken to as part of the inspection.
- The inspector looked at children's records and assessments and a sample of policies and procedures.

### Inspector

Rachael Barrett

## Inspection findings

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

Children thoroughly enjoy their time with the childminder and her assistant who are very attentive to the children's needs. The childminder is well qualified. This is reflected in the good quality teaching she demonstrates. The childminder observes children during their play and uses this information to identify what they need to learn next. She uses a tracking system to regularly check on children's progress. The childminder focuses on children's interests and achievements, in order to provide enjoyable learning experiences. As a result, children make good progress in their learning and development, in readiness for school. Children play with a wide range of toys and games inside and outside. The childminder generally uses effective questioning skills to encourage children to think critically and problem solve. However, there are some occasions when the childminder does not stretch and challenge children to make even better progress in their learning. This is because the childminder sometimes misses the opportunity to encourage the children to fully explore their own thoughts and ideas.

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

The children have a warm and caring bond with the childminder. Behaviour is very good because the childminder is a positive role model and children are aware of boundaries. The childminder encourages parents to visit her setting with their children as many times as they like, before leaving their child in her care. Children feel safe, secure and settle quickly. The childminder offers lots of praise and encouragement, recognising children's efforts and achievements. This builds children's self-esteem and confidence. The childminder makes the environment visually stimulating with pictures and photographs to interest children. She organises the space and resources effectively so that children can move around safely and initiate their own play. The childminder teaches children about the importance of healthy lifestyles and provides healthy snacks. Children develop good self-care skills.

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

The childminder and her assistant have secure knowledge of both the learning and development and the safeguarding and welfare requirements. Recommendations from the previous inspection have been successfully addressed, demonstrating the childminder's ability to reflect and improve on her practice. The childminder is committed to improving her knowledge and skills, and those of her assistant. She is currently undertaking a higher level qualification to develop and improve her practice and further develop positive outcomes for children. The childminder and her assistant observe one another's interactions with the children so that they can develop their teaching skills. Children are well prepared for their move to other settings. The childminder shares information about their individual needs and progress with staff at other settings, and talks to children about what will happen. Strong relationships with parents ensure all children's care, learning and development needs are extremely well met. Parents speak highly of the childminder.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY362210         |
| <b>Local authority</b>             | Rotherham        |
| <b>Inspection number</b>           | 857659           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 17           |
| <b>Total number of places</b>      | 12               |
| <b>Number of children on roll</b>  | 17               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 15 February 2011 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2007. She lives in Dinnington. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 5. She works with an assistant.

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