

Childminder Report

Inspection date

23 April 2018

Previous inspection date

24 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children enjoy learning through their play and demonstrate that they can persevere and concentrate. They delight in getting involved in challenges set by the childminder and the oldest children show they are skilled at solving problems using their own ideas.
- The childminder is ambitious and committed to improving outcomes for children. She has evaluated some aspects of her practice and made a variety of improvements since her last inspection.
- Children build secure attachments to the childminder and seek reassurance from her as they play independently. The childminder offers some choices to support less-confident children and older children happily express their preferences.
- The childminder uses a variety of good-teaching strategies that, in the main, she tailors to individual children to extend their learning. She knows exactly what each child needs to learn next and plans specific learning experiences to challenge them.
- Children are independent and learn to manage their own needs through simple daily routines. For example, they wash their own hands before eating, spread butter on their toast and put on their own shoes.

It is not yet outstanding because:

- The childminder does not make the most of her partnerships with parents to find out even more information about the different ways children like to play and learn at home.
- The childminder has not meticulously reflected on how her teaching supports individual children's unique development to help her target specific professional development.

What the setting needs to do to improve further

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

- enhance partnerships with parents to gain more detailed information about how individual children prefer to learn at home to help provide consistency
- use incisive evaluation of the impact of teaching on each child's learning and development to identify highly focused professional development needs.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including training certificates and evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- The inspector took account of the views of parents from written feedback they had provided.
- The inspector spoke to children and the childminder throughout the inspection.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The childminder has developed robust ways of checking children's progress over time and shares this information with parents. She uses her observations of children's play to make accurate assessments of what they can do and reviews these carefully to check for any gaps. The childminder shares information about children's development with school before they start to help teachers get to know children quickly. Safeguarding is effective. The childminder has a secure knowledge of how to recognise and deal with concerns about children's welfare. She has completed training about wider safeguarding issues and keeps up to date with local procedures.

Quality of teaching, learning and assessment is good

The childminder is qualified, experienced and has a good understanding of how children develop. Overall, she uses her interactions with children effectively to promote their next steps in learning. She uses children's interests and stories to capture their imagination and motivate them, for instance, to build with wooden bricks. Children become engrossed in creating a castle with turrets and furniture for the princesses. They have their own ideas and sort bricks by colour, count how many they will need and match up shapes to make sure the towers balance. The childminder skilfully weaves in new vocabulary and extends mathematical ideas. She asks some direct questions to challenge older children to think about the different bricks they will need. The childminder talks to younger children about her own thinking when the tower falls over and as she builds it again.

Personal development, behaviour and welfare are good

The oldest children are developing important skills and positive attitudes towards learning that will support them when they start school. The childminder uses outdoor activities effectively to encourage children to take some risks and keep trying. Children delight in becoming confident at balancing on logs and show they are more prepared to 'have a go' at other activities. The childminder has used training to deepen her understanding of healthy eating and lifestyles for young children. She shares her knowledge with parents and they discuss the variety of foods that go into children's lunchboxes. The childminder has developed opportunities for children to learn about where their food comes from and to taste food from different countries. She sensitively answers children's questions and talks to them about similarities and differences between themselves and others.

Outcomes for children are good

Children make good progress in their learning and develop the skills they will need to be ready for school. Older children demonstrate a strong mathematical knowledge as they count large numbers of bricks accurately and estimate how many there are in smaller groups. The oldest children can form some of the letters in their name and younger children are developing the confidence and determination to 'have a go'. All children learn to take turns well on play equipment outside and can use their good language and social skills to play with other children.

Setting details

Unique reference number	EY369126
Local authority	Rotherham
Inspection number	1102107
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	24 June 2014
Telephone number	

The childminder registered in 2008 and lives in the Bramley area of Rotherham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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