

Inspection date	11 March 2015
Previous inspection date	5 October 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 knows the children very well. She works in partnership with parents to identify their next steps in learning. As a result, children are engaged by activities and there is continuity in the learning at home.
- The childminder provides a warm, welcoming and calm environment where children feel secure and safe. She is very perceptive to all children's needs so they quickly build strong attachments to her.
- The childminder effectively builds children's confidence and self-esteem. Children are learning to tolerate others and developing the independence they need in preparation for school.
- The childminder implements a comprehensive range of procedures to promote children's health, well-being and welfare. This includes understanding how to deal with concerns about children's safety. As result, children are effectively safeguarded.
- The childminder uses a range of processes to monitor her provision. As a result, she ensures the educational programme is broad and children make good progress in all areas of learning.

It is not yet outstanding because:

- Overall, the teaching is good. However, the childminder does not always find really imaginative and interesting ways to incorporate learning into activities that interest children.
- The childminder does not always make the most of thorough and precise assessments of children's learning. As a result, next steps in learning are occasionally not specific enough to promote the very best progress.

What the setting needs to do to improve further

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

- enrich children's experiences by finding even more interesting ways to introduce early writing and numeracy skills into the role-play activities that interest children
- strengthen the quality and use of assessments so they more effectively inform sharply focused plans for children's next steps in learning, so that children make very rapid progress.

Inspection activities

- The inspector observed activities in the playroom and care routines.
- 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 and planning documentation.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications. She also discussed the childminder's self-evaluation and her improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Alison Byers

Inspection findings

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

The childminder has considerable experience and knowledge of caring for children and supporting their development. She knows individual children very well and collects detailed information from parents about their achievements. As a result, the childminder has a clear understanding of what children need to learn next. For example, children preparing for school begin to learn their numbers and letters by looking at books and counting bricks. The childminder makes assessments of children which show that all age groups make good progress. However, these are sometimes not precise enough to identify really challenging next steps in learning and promote very rapid progress. Overall, the childminder demonstrates good teaching strategies. She promotes communication and language skills by asking questions that encourage children to talk about what they know. However, she does not always find really interesting ways to engage children in learning through their interests. For example, children's interest in shopping role play does not include opportunities that encourage early writing skills.

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

Children form secure attachments to the childminder and are very happy in her care. She displays children's photographs by the entrance to welcome them and make them feel valued. The childminder is very perceptive and effectively cares for a wide age range of children, allowing siblings to be together. Toddlers are learning to be kind as they are encouraged to interact with babies gently and share toys with others. Children are becoming confident because the childminder praises them and responds to their requests for toys. She encourages good behaviour and children cooperate with tidying away and care routines. Children display high levels of independence as they find their own milk and wash their paintbrushes. Parents and the childminder work together to promote children's independent dressing ready for school. The childminder has a clear focus on promoting children's health and well-being through a comprehensive range of procedures. For example, nappy changing facilitates and children's hand washing routines promote good hygiene habits.

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

The childminder has a clear understanding of the welfare and development requirements. She maintains a range of training to keep her knowledge up to date. For example, safeguarding training ensures she knows what to do if she has concerns about children's welfare. Training to develop her assessments and planning for learning has developed a range of processes to monitor her provision. For example, she tracks children's progress across the different areas of learning so she can identify any concerns. The childminder discusses with parents how she can adapt her practice and she continually evaluates her planning for each child. Since her last inspection, she has secured her knowledge of risk assessments through training and implements detailed procedures every day. The childminder makes links with additional agencies as necessary to support children.

Setting details

Unique reference number	EY384492
Local authority	Doncaster
Inspection number	873896
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	5 October 2009
Telephone number	

The childminder was registered in 2008 and lives in Wadworth, near Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for three- and four-year-old children.

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