

Childminder report

Inspection date	16 July 2019
Previous inspection date	8 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are keen and enthusiastic learners. They are independent and can access the toys they want to explore. Children have their own ideas and confidently experiment with different ways of using resources. The childminder gives them time and space to follow through their own plans.
- Children form secure attachments with the childminder. She creates a bright and welcoming learning environment that encourages children to lead their own play.
- The childminder makes very good use of her interactions with children to help them think about what they are doing. She plays alongside children so she can respond to their ideas and make suggestions about what they could do next.
- Children are determined and very proud of their achievements. They are confident to show visitors what they have made with the soft dough. The childminder makes excellent use of praise to help to promote their thinking skills and concentration.
- The childminder builds strong partnerships with parents. She discusses detailed information about any gaps in children's development. They work together to promote children's speech and language skills.
- Children understand daily routines and simple boundaries. They happily help tidy away toys and help prepare the table for snack time. Children independently know when they need to wash their hands and can ask the childminder to help them with the tap.
- The childminder has close links with local nurseries and schools. She shares information with teachers about children's development before they start. The childminder finds out what each child is learning so she can complement this in her setting.
- Older children do not always receive consistent information as they start to recognise the letters in their name and begin to learn the different sounds they make.
- The childminder does not consistently make the most of her assessments of children's development to rigorously review their progress over time.

What the setting needs to do to improve further

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

- provide older children with consistent information about letters and the different sounds they make
- make better use of precise assessments of children's development to thoroughly review their progress over time.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback they had provided. She spoke to children during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- The inspector viewed the areas of the house and garden the childminder uses when caring for children.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates her practice and makes made good use of professional development to keep her knowledge up to date. She has used ideas from training to create opportunities for children to explore making different sounds using a range of objects. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about children's welfare. She has used training to widen her knowledge of safeguarding issues. The childminder works closely with families and other settings children attend to make sure their overall well-being is promoted. She regularly shares information with parents about what children have been doing. Parents value these insights into their children's learning and can see the good progress they make.

Quality of teaching, learning and assessment is good

The childminder is qualified and experienced. Overall, she knows children well and observes them closely to find out what they need to learn next. The childminder expertly creates and adapts learning opportunities to keep children engrossed. Children are keen to explore what they can do with soft dough. The childminder gives them the chance to try things for themselves first. She then makes excellent use of questions and suggestions to help children learn to solve problems. The childminder listens carefully to them as they talk and helps them make connections in their learning. Children describe the patterns they have made in the dough and think about how it looks like a 'zip'. The childminder skilfully challenges older children's early mathematical skills. They confidently work out how many circles of dough they would have if they made one more.

Personal development, behaviour and welfare are good

Children develop excellent attitudes towards their learning. They are prepared to keep trying and experiment with different ideas when things do not work first time. Children learn to keep themselves safe. The childminder explains they must not stand on chairs in case they fall off. Children learn to make healthy choices. They enjoy fruit at snack time and choose the salad they would like with their lunch. The childminder helps children become independent ready for their next stage in learning. Older children can dress themselves and indicate when they need the toilet. They learn to share well and play alongside other children. The childminder provides opportunities for children to learn about cultures beyond their own family. Children play with resources and read books that help them become familiar with how they are both similar and different from others.

Outcomes for children are good

Children make good progress in their development and are well prepared for starting at nursery or school. Older children refine their physical skills to develop control and strength ready for holding a pencil. They roll small pieces of soft dough between their fingertips and use tools to accurately cut out shapes. Children use numbers, shapes and colours in their play. They describe the longer sides a rectangle has and match shapes of different sizes and colours. Children make good use of their strong communication and language skills to tell the childminder what they are doing. They describe the tower they have made and explain exactly how they did it.

Setting details

Unique reference number	EY388977
Local authority	Doncaster
Inspection number	10070236
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 June 2015

The childminder registered in 2009 and lives in Balby, Doncaster. 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 early years qualification at level 3 and provides funded early education for three- and four-year-old children.

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