

# Childminder Report

**Inspection date**

28 June 2016

Previous inspection date

19 January 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | Previous inspection:    | Requires Improvement | 3        |
| 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**

- The childminder has high expectations for the quality of her work. She is eager for the children in her care to progress well and enjoy themselves. She has carefully reflected on the quality of her practice and made good improvements since the previous inspection.
- The childminder helps children to make good progress in their learning and development. Children develop the skills they need for their future learning. For example, the childminder helps children to listen carefully to others and to express their own ideas. She works with other early years settings children attend to support consistency in their learning and development.
- Children enjoy a wide range of interesting play and learning experiences. For example, they learn about different animals from visits to wildlife parks and other places of interest. They grow in confidence and are eager to play and learn.
- Children behave well. They learn to be polite and friendly towards others. The childminder praises and supports children positively. They are happy and proud of their achievements.
- The childminder builds strong relationships with the children's parents. She makes good use of information they provide to establish accurate starting points for children's learning.

**It is not yet outstanding because:**

- The childminder does not always make the best use of her assessments of children's achievements to plan as precisely as possible for the next steps in their learning.

## What the setting needs to do to improve further

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

- make even better use of assessment information to plan very precisely and help children make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder about her provision. He looked at relevant documentation, such as self-evaluation.
- The inspector took account of the views of parents.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a strong drive to develop her practice further. She takes good advantage of training opportunities and her links with other childminders to improve the quality of her provision. She accurately evaluates the quality of her own work and plans for future developments. Parents are appreciative of the safe environment and care that the childminder provides. Arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities to protect children from abuse and neglect. She knows who to turn to for assistance and guidance. Robust policies and procedures underpin the childminder's good practice and promote children's well-being and safety, both in the home and when on outings.

### Quality of teaching, learning and assessment is good

The childminder helps children to develop their self-confidence and readiness for learning. She identifies any gaps in their learning and works successfully with parents and others to help children overcome them. For example, she provides good opportunities for children to mix with others and develop their social skills. Activities are stimulating and engage the children's interest. The childminder makes good use of children's interest in space and travel to improve their knowledge of numbers and colour. Children are helped to speak clearly and to express their desires and ideas to others. For example, children are encouraged to talk about what they want to do during the session and to anticipate what will happen later on.

### Personal development, behaviour and welfare are good

The childminder promotes children's knowledge and understanding of healthy lifestyles and good hygiene procedures. She helps them to make healthy choices and to understand where food comes from through, for example planting and gardening activities. Children are courteous, learn to listen to others and consider the needs of others. They behave well and play safely. The childminder helps children to be tolerant and thoughtful. Children build strong bonds with the childminder. She sets a clear example for them to follow. There is a calm and friendly atmosphere. There are well-established routines for play and for mealtimes, which contribute to the children's sense of well-being and self-assurance. They appreciate the care that others show to them.

### Outcomes for children are good

Children make good progress from their individual starting points during their time with the childminder. Children learn to communicate well and follow instructions. They develop a good understanding of how to sort and order objects by size and colour. They develop and use accurate counting skills. For example, they sing songs and rhymes which help them to count backwards and place objects in order of size and age. Children learn to enjoy and participate in different physical activities, extending their ability to run, jump and climb.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY410123                                                                          |
| <b>Local authority</b>             | Doncaster                                                                         |
| <b>Inspection number</b>           | 1044816                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 2                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 1                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 19 January 2015                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2010 and lives in Doncaster. She operates her provision all year round from 9am to 3pm, Monday to Friday, except for bank holidays and family holidays.

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