

Childminder report

Inspection date	29 November 2018
Previous inspection date	24 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

- The childminder creates a warm, welcoming and stimulating learning environment where children thrive. All children form secure attachments to the childminder and quickly grow in confidence. She provides specific praise for children about what they are doing well to build their self-esteem and help them to learn.
- The childminder makes good use of all opportunities during children's play and everyday routines to help them understand how simple rules keep them and others safe. They learn why they must tidy away, how to handle toys carefully and to think about their behaviour and their friend's feelings.
- Children have a wide range of opportunities to learn about cultures beyond their own family and community. The childminder skilfully incorporates stories and different celebrations into children's role play, crafts and books so they gain a meaningful understanding of diversity.
- The childminder makes good use of her interactions to model thinking skills and motivate children to try things for themselves. Children show they can keep going when something is difficult and listen carefully when the childminder helps them to solve a problem.
- The childminder knows children well and they make good progress in their learning. She has high expectations of what they can achieve and challenges their learning through their play and focused activities.
- The childminder does not consistently make the best use of high-quality observations that focus on finding out how individual children prefer to learn.
- The childminder has not made the most of highly focused professional development to raise the quality of teaching to the very highest level.

What the setting needs to do to improve further

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

- make better use of high-quality observations of children's play to find out precisely what fascinates them and how they each prefer to learn
- take full advantage of professional development activities that focus specifically on further improving the quality of teaching to achieve the very best outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact it had 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 the childminder's own questionnaires. 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 procedures.
- The inspector viewed the areas of the house and garden the childminder uses.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

The childminder is ambitious and has high expectations of herself and what children can achieve. Since her last inspection she has strengthened her partnerships with parents and other settings that children attend. The childminder provides detailed information about children's development to help teachers at nursery or school to get to know children quickly. She works closely with her co-childminder and together they continually evaluate their environment to make sure children can choose resources and toys independently. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond appropriately to concerns about children's welfare. She has attended some training to make sure her knowledge of local safeguarding procedures is up to date.

Quality of teaching, learning and assessment is good

The childminder gets involved in children's play and listens carefully as they talk so she can adapt activities to challenge their learning. She uses questions effectively to help them understand that there are more children than toy tractors and so they must take it in turns. The childminder knows what each child needs to learn next and targets specific aspects of their development. She encourages older children to listen to the different sounds at the start of words and use their language skills to talk about what interests them. Children enjoy simple matching games and show they can listen to instructions and concentrate. The childminder skilfully challenges them to count their cards accurately, work out who has the most and predict who might win. Parents share information about what children like to do at home and the childminder plans how she can use this to support children's learning.

Personal development, behaviour and welfare are good

Children are keen, independent and learn to be resilient. The childminder plays alongside them to show them how to think about a problem and keep trying. Children learn to look carefully at the pieces of building they are putting together so they can work out how they connect. The childminder successfully uses books and activities to help children of all ages understand their similarities and celebrate what makes them unique. They share what their favourite foods are and the different coloured clothes they like to wear. Children learn about keeping healthy and talk about how exercise affects their bodies. The childminder is a good role model and explains to children she is thirsty and that drinking water is a really important part of being fit and strong.

Outcomes for children are good

Children make good progress in their development and older children are well prepared for starting school or nursery. Children have strong communication skills and can talk in detail about places they have been with their families and the different animals they have seen. Older children start to understand simple mathematical ideas and can tell the childminder how many more cards they need to complete their bingo card. All children learn to manage their own feelings and develop the social skills they need to play with other children their age.

Setting details

Unique reference number	EY423434
Local authority	Doncaster
Inspection number	10070243
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	24 June 2015

The childminder registered in 2011 and lives in Mexborough, South Yorkshire. The childminder works alongside another registered childminder. She operates all year round from 6.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays.

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