

Inspection date	16 January 2015
Previous inspection date	20 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 makes regular observations of children so that she can plan challenging activities that target specific areas of their learning. As a result, all ages of children make good progress.
- The childminder promotes children's understanding of the world because she uses effective teaching strategies that develop their thinking skills.
- Children form secure attachments to the childminder because she is perceptive to their needs and works in partnership with parents. As a result, children are happy, confident and cooperate with routines.
- The childminder has a secure understanding, gained through training, of safeguarding issues and implements clear procedures to protect children from harm.
- The childminder effectively monitors the quality of her provision through planning and assessments processes. Consequently, all children receive a balanced educational programme and any gaps in progress are identified.

It is not yet outstanding because:

- Children do not consistently have access to different resources that allow them to explore and experiment. As a result, the childminder does not maximise opportunities to promote children's problem-solving skills and imagination.
- The childminder does not always identify training based on precise evaluations of the impact of her practice on children's learning. Therefore, professional development does not always enhance the quality of her teaching.

What the setting needs to do to improve further

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

- extend opportunities for children to think more creatively and develop their problem-solving skills, by increasing the range of different resources available for them to use in a variety of ways
- enhance the quality of teaching by identifying training and professional development opportunities that are linked to precise evaluations of the impact of her practice, so that children achieve at the highest level.

Inspection activities

- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector toured the areas of the premises used for childminding.
- The inspector discussed children's assessments and plans for their learning with the childminder and asked her questions about her practice.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.
- The inspector looked at a sample of documentation, including policies and procedures and reviewed the children's files that contained observations, planning and assessments.

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 a good understanding of the learning and development requirements. She uses regular observations of children to plan challenging next steps in their learning. As a result, all age groups, babies and older children make good progress. For example, children preparing to start school learn to form the letters in their name. The childminder also supports babies learning to talk by repeating key words. Children are engaged because the childminder uses their interests and appropriate teaching strategies to extend their learning. For example, children are fascinated as they play with melting ice and the childminder makes them think by asking them what is happening. Overall, the childminder provides a range of suitable resources that children can freely choose from. However, they do not regularly experiment and explore resources that can be used for any purpose. As a result, opportunities to promote their problem-solving skills and imagination are not maximised.

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

The childminder effectively implements the welfare requirements to keep children safe. Regular training keeps her understanding of safeguarding issues up to date and she knows what she would do if she had concerns about a child's welfare. The childminder works in partnership with parents, using daily conversations, so that there is continuity in their care. Children are happy and form secure attachments to the childminder because she is perceptive to their needs. For example, she quickly responds to younger children's frustrations so they can continue to achieve. Strong relationships with the children allow the childminder to promote their emotional well-being. She supports their developing confidence and independence by providing personalised support for routines, such as toilet training. The childminder uses clear strategies to encourage good behaviour so that children are learning to be kind. Children's overall well-being is effectively promoted through healthy food and daily fresh air.

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

The childminder has effective processes in place to monitor the quality of the educational programme. She plans a range of activities around a theme that are linked to all the seven different areas of learning. The plans for children's learning are evaluated to ensure they are matched to individual's needs and interests. The childminder regularly reviews her assessments of children to monitor their progress and add information from parents. The evaluation of her provision includes parents and she acts on ideas to improve her practice. For example, she provides daily updates to parents using messages and photographs. The childminder uses her knowledge about child development gained from her relevant qualification to support her practice. She has planned some training to support her provision. However, it is not based on a precise evaluation of the impact of her practice on children's learning. Therefore, it has not yet identified the most effective professional development opportunities to raise children's attainment to the highest level.

Setting details

Unique reference number	EY429840
Local authority	Doncaster
Inspection number	870375
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	20 January 2012
Telephone number	

The childminder was registered in 2011 and lives in a residential area of Doncaster, South Yorkshire. She collects children from local nurseries and schools. The childminder holds a relevant childcare qualification at level 3. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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