

Childminder report

Inspection date	24 January 2019
Previous inspection date	16 January 2015

The quality and standards of the early years provision	This inspection:	Met	
	Previous inspection:	Good	2

Summary of key findings for parents

This provision meets requirements

- The childminder knows how to recognise and respond to concerns about children's welfare. She has used training to refresh her knowledge and help her review her safeguarding procedures. The childminder knows how to create a secure environment.
- The childminder understands how to assess children's development and to find out what they need to learn next. She knows how to review children's progress and plan activities to challenge their learning. The childminder explains how she would work with parents and any other settings children attend to share information about their progress.
- The childminder understands the importance of supporting children to develop confidence and independence ready for starting school. The childminder describes how she would work with parents to help babies and children settle into her care and help them feel secure.
- The childminder knows how to create a stimulating learning environment where children have the opportunity to play and explore. She understands how to use resources that interest children to challenge their learning and encourage them to develop their thinking skills.
- The childminder understands the importance of promoting healthy lifestyles and working with parents to encourage healthy eating. She describes the variety of foods she would offer children and the different activities she would do to make sure they had fresh air and exercise every day.
- The childminder knows how she would evaluate her setting and gather the views of parents to help her identify areas for improvement. She has recognised the additional training she needs to keep her knowledge of good practice up to date.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Inspection activities

- The inspector discussed with the childminder how she intends to deliver the educational programmes for children and undertake observation, assessment and planning.
- The inspector had a tour of the areas of the premises used by children and discussed the equipment and toys available.
- The inspector discussed with the childminder how she would evaluate her practice and the training she would like to do to improve her knowledge.
- The inspector discussed the childminder's understanding of the safeguarding and welfare requirements and the systems she has in place to keep children safe.
- The inspector checked evidence of the suitability of the childminder and adults living on the premises.

Inspector
Alison Byers

Setting details

Unique reference number	EY429840
Local authority	Doncaster
Inspection number	10059718
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 0
Total number of places	6
Number of children on roll	0
Date of previous inspection	16 January 2015

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

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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