

Childminder Report

Inspection date

13 January 2017

Previous inspection date

18 July 2014

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

- Children's behaviour is good. The childminder has a positive and consistent approach to managing behaviour. Children are learning to be kind and caring towards each other. They share and take turns.
- The childminder actively promotes an understanding of diversity. She provides children with opportunities that help to develop their social skills. The childminder takes children on a wide range of outings and helps them to learn about the wider community.
- Children develop strong emotional attachments with the childminder and her co-childminder; they are happy and content in their care. The childminder is patient and caring and children relate well to her.
- Partnerships with parents are well established. The childminder keeps parents well informed about children's progress and development. Parents are extremely complimentary about the care their children receive.
- The childminder has a good awareness of how young children learn and develop. She provides children with activities that link to their interests and engage them well in their learning.

It is not yet outstanding because:

- The childminder does not always give children sufficient time to think about answers to questions. She is too quick in providing the answers to questions and sometimes asks too many questions at the same time.
- The childminder does not always make the best use of her observations of children's learning to precisely focus activities on what they need to learn next, so that they can make the best possible progress.

What the setting needs to do to improve further

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

- give children more time to consider their responses to questions, in order to demonstrate what they are thinking and understand
- make better use of information gained from observations of children's ongoing learning, in order to more precisely plan for children's future learning experiences and support them to make more rapid progress.

Inspection activities

- The inspector viewed all areas of the dedicated playroom used by children and observed the activities they took part in.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector observed and evaluated an activity with the childminder.
- The inspector took account of the written views of parents and of parents spoken to on the day of the inspection.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at a sample of the childminder's policies and procedures and discussed the childminder's plans for improvement.

Inspector

Christine Walker

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises the dedicated playroom effectively to meet children's needs. She is motivated and passionate about her role. Arrangements for safeguarding are effective. The childminder demonstrates a confident understanding of who to contact if she has a concern about a child. She updates her child protection knowledge and understanding of local safeguarding procedures by completing training. The childminder reviews her provision and demonstrates a clear commitment to improving her practice. She takes account of the views of parents and children when identifying areas for improvement. For example, the playroom has recently been renovated and underfloor heating, a toilet with adult and child sinks and a kitchen have been installed, enabling the childminder to provide hot meals at the request of parents. Partnerships with other providers are well established and a two-way flow of information supports children's learning. The childminder makes accurate observations and assessments of children's development and tracks their progress to identify any gaps in their learning. Recent training has helped the childminder to make improvements to the layout of resources in the playroom, in order to enhance children's ability to lead their own learning.

Quality of teaching, learning and assessment is good

Children's confidence and positive attitude to learning are enhanced because the childminder knows their interests and what they enjoy doing. The childminder interacts with enthusiasm and helps motivate children to learn. Overall, she promotes children's communication and language skills well. She provides children with a running commentary and introduces new words to increase their vocabulary. Children enjoy playing with kinetic sand and model this to make a 'birthday cake' and 'ice creams with sprinkles'. Mathematics is threaded throughout activities and daily routines. The childminder encourages children to count as they play and refers to things being big and little, using mathematical language effectively. Children show excitement as they look at a book about dinosaurs, comparing the model dinosaurs to the pictures and pronouncing their names.

Personal development, behaviour and welfare are good

The childminder and her co-childminder work effectively together to provide a calm and relaxed environment. The childminder supports children to become confident and develop their growing independence skills. She encourages children to manage their personal needs well. Children help themselves to snacks of fresh fruit and carefully pour themselves drinks when they are thirsty. Children are beginning to understand about healthy lifestyles. They confidently name fruits that are good for them to eat. They understand that they wash their hands to remove germs.

Outcomes for children are good

Children are enthusiastic and show a readiness to learn. They are making good progress and are acquiring key skills for their future learning. Children are developing their number skills. They competently count, identify colours and shapes and are beginning to write the initial letters of their names.

Setting details

Unique reference number	EY431278
Local authority	Rotherham
Inspection number	1044290
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	18 July 2014
Telephone number	

The childminder was registered in 2011 and lives in Wath-Upon-Dearne, close to Rotherham. She operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works alongside her co-childminder at her own address.

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