

# Dale, Samantha Jane

3 Tolson Walk, Wath Upon Dearne, Rotherham, S63 7EG



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 12 July 2017   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 shows a commitment to continual improvement. She regularly reviews the quality of her setting and acts quickly on her findings.
- The childminder has continued to develop her systems for observing and assessing children's progress and her knowledge of how they learn. This helps her to effectively plan activities for children's individual learning needs and interests.
- The childminder promotes a positive image of school. She has items of uniform for children to dress up in and photographs of the schools they are going to attend.
- The childminder has developed an environment that children find interesting and motivating. Both the indoor and outdoor environments present children with a variety of resources, activities and experiences.
- The childminder skilfully assesses children's overall development and identifies any gaps in their learning in a timely manner. This helps to ensure that children get any additional support they may need. As a result, all children make good progress from their starting points.

### It is not yet outstanding because:

- The childminder does not fully explore how to support unqualified staff in their personal and professional development and improve their teaching skills
- The childminder has not fully explored strategies to help children further develop their early social skills, particularly when working in a small group.

## What the setting needs to do to improve further

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

- find ways to help children understand the rules of working in a group; in particular waiting their turn and allowing others to answer for themselves
- focus on strengthening the programme of professional development and increase the potential to drive the good practice and the outcomes for children to a higher level.

### Inspection activities

- The inspector observed the quality of practice and its impact on children's care and learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector looked at children's records and a range of other documentation, including training certificates and evidence of suitability checks.
- The inspector took account of parents' views.

### Inspector

June Rice

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants demonstrate a good knowledge and understanding of the procedures to implement should they be concerned about a child. They have continued to attend training to help keep them up to date with current safeguarding issues. This helps to safeguard children from abuse or neglect. The childminder has suitable recruitment procedures in place. Assistants understand their role and responsibilities, along with the need to declare any changes that may affect their suitability. The childminder provides parents with information about her role and how she provides for their children's care and education. She details what her policies contain and how she implements them.

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

The childminder helps parents to continue with their children's development at home. She effectively shares ideas and provides resources for parents to use with their children based on what she is teaching them. This helps to extend children's learning. The childminder enjoys working with children and this shows in her teaching. She is bright and cheerful while explaining and demonstrating how to do things. She talks about measurements and how ingredients change as children measure and mix ingredients together to make dough. The childminder is focused on helping children to improve the skills they need for writing. Children learn to manipulate their fingers by using different tools and implements. This is one way the childminder helps them to refine how they hold a pencil to write.

### Personal development, behaviour and welfare are good

The childminder has adapted her home well for children. Children are active and interested learners in an environment aimed at supporting their learning through play. Children eagerly join in simple exercise. They stretch their arms and legs, make star jumps and hop around to music. The childminder explains to children they are waking their bodies up. Children stand still and feel their heartbeat getting faster. They use their balance and coordination skills as they ride scooters and bicycles in a circle, avoiding obstacles. Parents comment that their children have settled quickly and look forward to their day at the childminder's home. Children are learning to recycle, which is one way they help to care for their community.

### Outcomes for children are good

The childminder completes the progress check at age two for all children in a timely manner. The information helps her to identify any gaps in their development so that additional support can be sought. Children make good progress from their starting points and leave the setting with the skills they need for school. They are very confident communicators, use numbers in their play and can recognise and write their name. Children learn to be independent and attend to their own personal care. They put on shoes before going outside. They check the weather, find their sun hats and have sun cream applied to protect their skin.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY484453  |
| <b>Local authority</b>             | Rotherham   |
| <b>Inspection number</b>           | 1009772   |
| <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>       | 1 - 9   |
| <b>Total number of places</b>      | 18  |
| <b>Number of children on roll</b>  | 12  |
| <b>Name of registered person</b>   | Samantha Jane Dale  |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            | 07810190505   |

The childminder registered in 2015 and lives in Wath Upon Dearne, South Yorkshire. She operates all year round, from 6am to 6pm, Monday to Friday, except for family holidays.

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