

Inspection date

19 February 2015

Previous inspection date

9 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always gather detailed information from parents about children's progress on entry. Therefore, planning of learning tailored to their individual starting points is not secure enough.
- The childminder does not fully promote children's physical development in regard to their health and self-care skills.
- The childminder's partnerships with all settings children attend are not always highly successful. Therefore, planning for children's good progress does not always take into account what others can share about their learning.

It has the following strengths

- The childminder has positive relationships with the children and they are happy in her care. She provides a varied range of resources and when planning activities, she incorporates children's choices and interests. For example, they choose painting dinosaurs and creating 'acorn people'. As a result, children positively approach their learning and they are confident to suggest activities.
- Children settle quickly and they feel safe in the childminder's care. The childminder provides a calm and relaxed atmosphere for children to learn, and this results in them behaving well.
- The childminder shares her policies and procedures with her assistant and they both complete safeguarding training. As a result, they are both aware of their role in protecting children from harm. In addition, through safety checks, the childminder ensures children play safely.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop assessment arrangements by involving parents more effectively in sharing detailed information about their children's progress on entry, and use this information to plan purposeful and challenging activities tailored to children's individual needs
- provide more opportunities to promote children's physical development in regard to their health and self-care skills, for example, by ensuring they have a secure understanding of the importance of good basic hygiene routines.

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

- strengthen partnership working with all settings children attend by ensuring information is shared more effectively about children's progress and experiences, and use the information to enhance planning continuity in their learning.

Inspection activities

- The inspector observed activities in the childminder's home and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder. She looked at a selection of children's records, planning information, suitability checks and qualification certificates.

Inspector

Helen Blackburn

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable. However, the childminder does support children to acquire some of the skills they need for school. When engaging with older children, she encourages them to name colours, shapes and count. Through her positive interactions she promotes children's language and communication skills. Older children ask questions and younger children eagerly repeat simple phrases. The childminder completes observations and uses these to track children's progress across all areas of learning. Therefore, she has some awareness of their abilities and the support they need. However, when completing assessments, the childminder does not always consider what parents can share when children first start. She does not gather detailed information about their child's starting points. This means she cannot effectively tailor planning to meet children's individual needs to promote their good progress. Children enjoy their time with the childminder, for example, they like being creative and imaginative through painting and role-play activities.

The contribution of the early years provision to the well-being of children requires improvement

The childminder uses settling-in visits to discuss with parents their children's likes, routines and individual care needs. This promotes continuity for children, which means they feel emotionally secure in her care. She appropriately manages children's behaviour and through praise, children have positive self-esteem. The childminder helps to support children's social skills in readiness for school. Children understand it is kind to share and be nice to their friends. Children enjoy being outdoors and active, for example, older children play football and younger children ride cars around the garden. The childminder provides a varied range of nutritious snacks and meals to promote children's health. However, she does not effectively promote all aspects of their physical development. For example, hand washing routines are not embedded in practice to support children to have a good understanding of effective hygiene routines.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder's understanding of meeting the requirements of the Early Years Foundation Stage is sound. She maintains all required documentation and implements appropriate policies and procedures to keep children safe. She works well with other professionals to ensure children who require additional support, receive the help they need. However, information sharing with some settings children attend are not as successful. Therefore, when planning for children's good progress and continuity, she does not always consider what others can share about their learning. The childminder works well with her assistant, for example, they work together when collecting children from school. She also understands the importance of discussing any practice issues with the assistant. The childminder has made some improvements since her last inspection. Through training, she now understands the importance of observation to monitor children's progress. This means some measures are in place to support children's learning.

Setting details

Unique reference number	EY301486
Local authority	Sheffield
Inspection number	990872
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	19
Name of provider	
Date of previous inspection	9 September 2014
Telephone number	

The childminder was registered in 2005 and she lives in a house in Stocksbridge, Sheffield. She operates all year round from 6am to 10pm, Monday to Friday, and Saturday by arrangement, except for family holidays. The childminder works with an assistant.

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