

Childminder Report

Inspection date

1 June 2015

Previous inspection date

18 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 knows the children well. She makes regular observations of what they are learning in the different areas and collects information from parents. As a result, she is able to plan activities that children enjoy and that extend their learning.
- The childminder has a good understanding of how to support children's development. She provides interesting activities that promote learning through play and all children make good progress in their learning.
- The childminder creates a calm and inviting environment. As a result, children feel secure and become confident, independent individuals.
- The childminder uses training and relevant, up-to-date information to support her safeguarding knowledge. She has clear procedures in place to deal with concerns about children's welfare.
- The childminder works in partnership with parents and the other settings children attend. They work together to identify any concerns about children's progress and implement strategies to support them. As a result, any gaps in children's progress are closing.
- The childminder is proactive in seeking advice to help her review her setting. She uses views from parents to support the evaluation of her provision.

It is not yet outstanding because:

- Overall, teaching is good. However, on occasions activities are led by the childminder and do not provide enough opportunities for children to use their own ideas.
- The childminder does not always make the most of information from the thorough and precise assessments she completes of children's learning.

What the setting needs to do to improve further

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

- enhance the quality of teaching, so that it is outstanding, by developing activities to support children's imagination and creative thinking, for example, by allowing children to choose and use craft materials in whatever way they like
- strengthen the use of assessments so they more closely link to the plans made for supporting what children need to learn next, so that they make rapid progress.

Inspection activities

- The inspector observed activities in the main rooms used for childminding.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's observations records and planning documentation.
- The inspector checked evidence of the 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 and carers from information included in the childminder's own parent survey.

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 is very experienced and uses a range of good teaching methods to support children's learning. Children's speech is reinforced because she clearly repeats their words and emphasises the different sounds letters make. The childminder asks children questions during activities to develop their thinking skills. For example, she allows them time to think about what features the bird in their picture needs. The childminder extends children's interest in creating an obstacle course and introduces new challenges by including balancing, jumping and throwing. The childminder has a good understanding of the skills children will need for school. She supports them to develop the physical skills needed to hold a pencil, through a range of toys and activities. Although overall teaching is good, some activities do not provide opportunities for children to express and develop their own ideas. For example, children's creativity is sometimes limited by the childminder's expectations of how they will use craft materials to make a picture.

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

The childminder believes in the importance of creating a calm environment where children feel valued. She builds strong relationships with children and attachments are reinforced through interactions and reassuring cuddles. Children thrive because of the childminder's close attention and they confidently chat to visitors about what they are doing. The childminder encourages good manners and expects children to help tidy away toys. Children are learning to become independent. They can reach and dispose of their own tissue when they need to wipe their nose. The childminder teaches children to manage their own risks, for example, by explaining how to use scissors carefully. Children's overall happiness, health and welfare are effectively promoted. For example, they walk to school every day for exercise and children grow their own vegetables in the garden.

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

The childminder has a secure understanding of the how to implement the Early Years Foundation Stage requirements. She uses support from the local authority advisor to review her provision and identify procedures that need updating. Questionnaires completed by parents provide an opportunity for them to contribute to the childminder's evaluation of her provision. Parents report high levels of satisfaction with her loving and caring provision. Since her last inspection, the childminder has developed the observations she makes of children. She links them to the areas of learning to check she is providing a broad variety of activities. The childminder uses her experience and information about child development to identify children who are not making the expected progress. She has processes in place to assess children's progress, although these are not always used effectively when planning. For example, the childminder plans activities to meet broad objectives for children, for example, to be able to be able to draw letters. However, these are not always broken down into targeted steps in learning based on information from her detailed assessments of individual children.

Setting details

Unique reference number	300019
Local authority	Sheffield
Inspection number	871653
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	18 February 2011
Telephone number	

The childminder was registered in 1992 and lives in Stannington, Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

