

# Childminder Report

**Inspection date**

10 June 2015

Previous inspection date

30 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder has a good knowledge and understanding of how children learn and develop. Children benefit from interesting and stimulating experiences in the home, outdoors and in the local community that engage them and build on their interests. As a result, all children are active and motivated learners who make good progress.
- Children's communication and language development is supported and extended very well. The childminder listens carefully to children and encourages them to talk about what is happening during activities. This helps children to clarify their thinking.
- Partnerships with parents are very well established. The childminder regularly discusses children's progress with parents. In addition, she works closely with parents to help children to achieve their next steps in learning, such as starting school.
- Children are safeguarded well. This is because the childminder understands her responsibility to keep children safe. She refreshes her knowledge regularly through attending training courses.

### It is not yet outstanding because:

- The childminder does not always extend and challenge more-able children's mathematical understanding of numbers out of sequence, to ensure that they make rapid progress in mathematics.
- Meal and snack times are not always used to discuss healthy eating, to further promote children's understanding of healthy lifestyles.

## What the setting needs to do to improve further

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

- provide further opportunities for children to recognise that a group of things change in quantity when another is added or taken away, to further promote their mathematical learning
- make use of meal and snack times to help children identify the foods that will help them stay healthy.

## Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures
- The inspector observed planned activities, indoors and outdoors, and discussed these with the childminder.
- The inspector took account of the views of the parents spoken to on the day and letters provided for the inspection.

## Inspector

Kate Banfield

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. All children actively search for insects and match the insect to the pictures on chart that the childminder has made. She skilfully supports younger children as they show care when they try to hold the insect. The childminder names all the insects, which effectively extends children's language. She gives them time to respond and they excitedly name the 'wiggly worm'. Children enjoy the weekly baking activity; they are motivated to take turns, talk about what they need to add to the bowl next and know how to weigh the ingredients, thinking about whether they need more or less. All children are enthusiastic as they join in the daily singing time. The childminder teaches children the sounds of letters as they sing familiar songs. Older children recognise the letters and the letter sounds in their own name. During singing time, the childminder encourages children to count in order and think about which number comes next. However, she does not always challenge more-able children to identify numbers out of sequence.

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

Settling in is individual and supports the emotional needs of all children. Good relationships are developed between children and the childminder because she is warm, positive and nurturing. She has high expectations of the children and consistently supports them to take turns and to share. Furthermore, children show respect for the environment as they sing the tidy-up song and all work together to tidy away toys in preparation for the next activity. As a result, children are secure, well behaved, confident and motivated to learn. Children spend a lot of time outdoors, where they skilfully ride wheeled toys and bounce on the trampoline. This helps to develop their physical strength and coordination. However, during meal and snack times the childminder does not always discuss healthy food choices with children to maintain their good health.

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

The childminder observes children's learning and development regularly. She shares her assessment of these with parents termly, and together they consider how they will support children's learning further. This ensures that any gaps in children's learning are quickly identified and interventions are swiftly put in place. The childminder is well trained. She is committed to improving her professional knowledge. She does this through attending training, membership of early years professional organisations and sharing good practice with other childminders. This means that all children benefit from exciting and purposeful activities which support their development. The childminder is dedicated to achieving excellence. She evaluates her provision and identifies where improvements can be made. The childminder gains parents' feedback through questionnaires and references, and they speak highly of the care and support their children receive. The childminder works closely with other settings where children attend to ensure continuity in their learning.

## Setting details

<b>Unique reference number</b>	EY264714
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	872700
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 July 2009
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Penistone, Sheffield. She works Monday to Friday from 7am to 6.30pm, all year round, except bank holidays and family holidays. The childminder takes funded two-, three- and four-year-old children. She works with a co-childminder and holds an early years qualification at level 3.

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