

Childminder Report

Inspection date

22 June 2015

Previous inspection date

7 September 2009

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 provides children with a good balance of child-led play and adult-led learning experiences. She has high expectations of them, which means children are challenged and motivated to learn, therefore, they make good progress from the outset.
- Parents are involved in their children's learning from the start. As a result, parents are well informed about their children's progress. They are offered high levels of support to promote their children's continuing development at home.
- Assessment of children's progress is precise. The childminder has a thorough understanding of where children are in their development. This means she can plan activities that target children's individual learning needs.
- The childminder has a good understanding of the safeguarding and welfare requirements. There is a strong focus on keeping children safe. Policies and procedures are effectively implemented to ensure they are protected at all times.
- The childminder regularly reflects on her practice and seeks the views of parents and children. This means she has a good understanding of her strengths and weaknesses. She has an early years qualification and accesses regular training to constantly improve her skills and knowledge.

It is not yet outstanding because:

- The childminder does not always listen perceptively to children. This means she sometimes misses opportunities to follow children's lead in conversation and help them share their thoughts and knowledge.
- The childminder does not use every opportunity to fully promote children's developing independence during self-care routines, in preparation for their eventual move on to nursery or school.

What the setting needs to do to improve further

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

- listen even more carefully to the comments that children make, follow their lead and help them to develop discussions that support them in sharing their ideas and knowledge
- make the most of opportunities to promote self-care routines with children, so that they begin to develop their independence, in preparation for the eventual move to nursery or school.

Inspection activities

- The inspector observed activities in the childminder's home both inside and in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took into account of the views of the parents from the childminder's review of her practice.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

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

The childminder finds out about children's stage of development from their parents when they enter her care. This helps her to know what children are learning at home, and in school. The childminder frequently shares information about children's progress with parents and other providers. She uses the information she gathers well to ensure her assessments of children's progress are accurate. The childminder plans a good range of activities that target children's individual learning needs. For example, children begin to develop an interest in literacy as they share stories. The childminder encourages them to make links in learning, by helping them to recall real life learning experiences. However, she does not always carefully listen to children's comments as they play. This means opportunities to develop discussions and share ideas are sometimes overlooked. The childminder supports children's developing language skills, by encouraging them to repeat words and copy sounds. She promotes their understanding of early mathematics, as they learn to count to bigger numbers. Consequently, children have good foundations for their future learning.

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

The childminder's home is bright and welcoming. Children's art work is displayed alongside photographs of them at play. Children have positive relationships with the childminder. Her praise and encouragement promotes their confidence and self-esteem. Children learn to assess potential risks to themselves while using play equipment. They enjoy physical play in the well-resourced garden and the nearby playing field. Children explore the diverse world around them during trips to places of interest, and by taking part in community events. The childminder promotes their understanding of healthy lifestyles, by encouraging them to eat healthy snacks and meals. However, she does not always make the most of opportunities to promote children's developing independence in their self-care. Children benefit from regular trips to playgroups helping to develop their social skills. They are encouraged to share and take turns, and build secure relationships with one another. This helps to prepare them for the eventual move on to nursery or school.

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

The childminder has a detailed knowledge of the learning and development requirements, and how to keep children safe. She makes sure that her assistant keeps his training up to date. All policies and procedures are shared with parents, so they have a good understanding of the service the childminder provides. Risk assessments of her premises and the places children visit are completed to ensure any hazards to children are identified. Effective planning and assessment means children enjoy a high standard of care and learning opportunities that promote their well-being and development. The childminder shares good practice with other childminders, and regularly reflects on her practice. Feedback from parents and children helps to make sure her provision effectively meets the needs of all children who attend.

Setting details

Unique reference number	EY387811
Local authority	Sheffield
Inspection number	859068
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	7 September 2009
Telephone number	

The childminder registered in 2009 and lives in the Sothall area of Sheffield. She sometimes works with her husband who is her assistant. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She receives funding for two-year-old children. The childminder holds a childcare qualification at level 3.

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