

Childminder Report

Inspection date

31 July 2015

Previous inspection date

7 September 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		Outstanding	1
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 observes and reviews children's progress well. She accurately identifies any gaps in learning and plans for individual children's development.
- The childminder uses her good understanding of how children learn to plan exciting activities, indoors and outdoors. She makes sure these activities meet the needs of children and help them to make good progress.
- The childminder has a good understanding of safe and effective working practices and fulfils her responsibilities in meeting the safeguarding requirements.
- Children have an excellent awareness of healthy lifestyles and keeping themselves safe. They understand how to climb steps, negotiate the outdoor areas safely and manage risks independently.
- Children have excellent relationships with the childminder and her assistant. Their emotional well-being is extremely well met through the strong attachments they have made.
- Partnerships with parents are very well established. The childminder regularly discusses children's progress with parents. In addition, she works closely with parents to plan activities and experiences for children that challenge and support their learning further. Consequently, children make good progress and are well prepared for the next stage in their learning, including school.
- The childminder values the opinions of parents and children in order to improve her service. She uses their views and ideas to consider what she does well and the ways she can improve. This ensures that her service continues to promote children's achievements.

It is not yet outstanding because:

- The childminder does not always fully exploit opportunities to develop children's understanding of mathematical language and weight, measurement and quantities.

What the setting needs to do to improve further

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

- develop more opportunities to extend children's understanding of weight and measurement and to promote their use of mathematical language when solving problems.

Inspection activities

- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector viewed all areas used by the children.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability of the childminder, her assistant and other family members.
- The inspector took account of the views of parents spoken to as part of the inspection.
- The inspector looked at children's records and assessments and a sample of policies and procedures.

Inspector

Rachael Barrett

Inspection findings

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

Teaching is good. The childminder and her assistant complete accurate assessments of children's progress and confidently plan stimulating activities that are linked to their interests. Children are busy and happy in their play as they explore the wide range of resources, indoors and outside. For example, they explore excitedly through a tray of multicoloured textured balls. They talk about the different colours and confidently fill and empty these into various shaped measuring containers. They are encouraged to pour them into the measuring scales to try to get them to balance. However, opportunities for children to use mathematical language to explore weight and measure and to compare quantities are sometimes overlooked. Consequently, this aspect of children's mathematical development is not maximised by the childminder and her assistant. The childminder focuses on using children's play to promote their learning in all areas. Children's language development is very well supported. The childminder talks to children constantly, introducing new language. She holds sustained discussions with older children, exploring their creative ideas and their understanding of the world.

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

Relationships between the childminder and the children are exceptionally strong. The childminder supports children to develop secure, strong attachments with familiar adults and with their own friends. She engages children in purposeful conversations about how their actions may make others feel and about why their feelings are important to them. As a result, children's emotional well-being is extremely well supported. The childminder is an effective role model. She ensures that children are developing an awareness of good manners and respect for others. Behaviour is excellent. Children are actively involved in growing plants and caring for the family pets. Partnerships with other providers and schools are excellent. The childminder communicates and shares information regularly regarding children's achievements and assessments. She works closely with schools to understand the school day. This helps her to provide children with the knowledge and skills to support them as they prepare for their move on to school.

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

The childminder is experienced and qualified and has a good understanding of the Early Years Foundation Stage requirements. She ensures that her own knowledge, and that of her assistant, are kept up to date by attending training. This means their knowledge remains relevant, enabling them to help children achieve in their learning. In addition, the childminder has regular contact with other childminders in the local area, which enables her to share ideas and discuss best practice. Children are well prepared for their moves to other settings. The childminder shares information about their individual needs and progress and talks to children about what will happen. Strong relationships with parents ensure all children's care, learning and development needs are extremely well met. Parents are well supported to guide their children's learning at home.

Setting details

Unique reference number	EY415396
Local authority	Sheffield
Inspection number	874329
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	7 September 2011
Telephone number	

The childminder was registered in 2010 and lives in the Norwood area of Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3. She works with an assistant.

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