

Childminder Report

Inspection date

6 August 2015

Previous inspection date

29 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		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 quality of teaching is good because the childminder provides children with a broad range of challenging and stimulating activities. As a result, all children make good progress across the seven areas of learning.
- Children's emotional well-being is effectively promoted because they play and learn in a warm, homely and friendly environment. Therefore, children show independence and confidence in the childminder's home.
- The childminder shows commitment to her ongoing professional development. She has attended a number of training courses, which ensures she has a good understanding of the requirements of the Early Years Foundation Stage.
- The childminder establishes good partnerships with parents. Information is shared on a daily basis about children's learning and development. As a result, children benefit from continuity of care and learning.
- The childminder provides healthy snacks and drinks for children and very good provision is made for outdoor play so that they benefit from being in the fresh air. As a result, children's health and well-being are successfully promoted.
- The childminder implements her safeguarding and welfare policies effectively in her practice. She has a sound awareness of child protection issues and how to protect and safeguard children at all times. The childminder has undertaken recent safeguarding training to enhance her already strong knowledge and understanding.

It is not yet outstanding because:

- The childminder does not always make the best possible use of opportunities to swiftly identify the next steps in children's learning, in order to maximise their progress.
- The childminder has not yet fully established working partnerships with all other settings that the children attend. This means opportunities are sometimes missed to further consolidate 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:

- refine the quality of assessments to more rigorously identify how to move children to the next stage of their development
- strengthen the working partnerships with other settings that children attend to share purposeful information about their development, in order to maximise children's learning.

Inspection activities

- The inspector observed interactions between the childminder and children during indoor and outdoor play.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, the childminder's qualifications, children's development records and a selection of policies and procedures.
- The inspector jointly observed and discussed with the childminder the teaching and learning activities provided.
- The inspector took account of the verbal and written views of parents.

Inspector

Jennifer Turner

Inspection findings

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

The childminder has a good understanding of how to promote children's learning and development through good quality play opportunities. She is calm and positive, and her enthusiastic approach creates an effective learning environment. For example, she sits on the floor fully engaged in children's activities as they draw around each other's feet. As children play, the childminder takes opportunities to teach and encourage them. For example, she asks them to count the number of feet they have drawn. She introduces size and shape as she measures her footprint against the children's prints and questions them about whose feet are the biggest or smallest. Children enjoy hunting for dinosaurs hidden under soil and making mud pies. The childminder models language effectively and encourages children to engage in conversations with her, helping to strengthen their communication and language skills. Consequently, children gain a good range of skills needed for the next stage in their learning. Each child has a development folder containing photographs that show children engaged in different activities and samples of their artwork. This supports her evidence of their progress and is shared with parents. The childminder regularly assesses children's progress using a development tracker. However, she does not always make the best possible use of opportunities to swiftly identify the next steps in children's learning, in order to maximise their progress.

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

Children form strong relationships with the childminder and her family, which means they are happy and settled. The childminder manages children's behaviour well as she uses a calm and consistent approach to reinforce boundaries and expectations. As a result, children play cooperatively together and learn to be kind and polite. Children's personal, social and emotional development is effectively promoted. Children follow good hygiene practices as they wash their hands after using the toilet and before meals. Children are offered healthy nutritious snacks which the childminder encourages them to prepare themselves.

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

The childminder is well qualified and experienced and she uses her knowledge well to ensure children make good progress in their learning. She has a good understanding of how to meet the requirements of the Early Years Foundation Stage. She uses self-evaluation to identify her strengths and areas of improvement. For example, she identified that children need more space to play and therefore has plans to build a covered area in the garden. The childminder monitors her own professional development by attending relevant training and gleaning information from other childminders to improve her knowledge and skills. She is aware of the importance of partnership working with parents and cares for children who attend the local school and other provisions. However, working partnerships between the childminder and the professionals at each of these settings have not yet been fully established.

Setting details

Unique reference number	EY421980
Local authority	Sheffield
Inspection number	852279
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 13
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	29 September 2011
Telephone number	

The childminder was registered in 2011 and lives in the Stradbroke area of Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 2 qualification.

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