

Childminder Report

Inspection date

14 September 2015

Previous inspection date

1 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder makes good use of safety checks and risk assessments to ensure she keeps children safe. She is vigilant in supervising children's play, and as young children develop and become more mobile, she reviews her safety precautions to meet their individual needs.
- The childminder provides a wide range of activities and experiences to support children to make good progress in their learning. As a result, older children develop the skills they need for when they start school.
- The childminder is actively involved in children's play. Through her positive interactions, she effectively supports younger children to develop their communication and language skills.
- Children have good opportunities to make their own choices in play, which supports them to be independent and enables them to play with things that they enjoy.
- The children are happy and they have good relationships with the childminder. She makes good use of settling-in visits to find out about children's care needs. As a result, the childminder incorporates their individual routines into the day so that children experience continuity in their care.

It is not yet outstanding because:

- The childminder's approach to professional development is not yet supporting exceptional learning outcomes for children.
- The childminder is not always making the best use of information parents share about children's starting points on entry.

What the setting needs to do to improve further

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

- focus on strengthening professional development, so that teaching skills are raised to an outstanding level, in order that children are supported to make the best possible progress
- make better use of the information parents share about their child's starting points when assessing and planning for children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of the childminder and household members.
- The inspector took account of parents' views through cards and information provided in other records.

Inspector

Helen Blackburn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. The childminder has a secure understanding of the procedures to follow if she has any concerns about a child's welfare. The childminder has successfully addressed areas identified for improvement at her last inspection. She now shares more information with other settings to promote continuity in children's learning. The childminder has completed a level 3 qualification. However, she is not always exploring all opportunities to improve her professional development and teaching skills so that children achieve to the highest level. The childminder regularly reviews her planning and children's progress records so that she quickly identifies areas to improve learning outcomes for children. For example, she introduces a 'busy board' with numerous switches, knobs and catches to help children learn more about how things work.

Quality of teaching, learning and assessment is good

The childminder regularly observes children and tracks their progress to identify their individual learning needs. She plans challenging activities so that children are motivated to learn. The childminder uses discussions and an All about me form to gather information from parents about what children already know. However, she does not always swiftly use this good information to assess and plan for children's rapid progress on entry. The childminder provides a wide range of activities, including making good use of outings, visits and walks to enhance children's learning experiences. Consequently, children learn about people and communities, nature and the world around them.

Personal development, behaviour and welfare are good

The childminder provides regular opportunities for children to mix socially with other children. Consequently, they learn to make friends and develop the confidence to leave their carer in a safe environment. This supports children to positively embrace change, such as starting school. The children enjoy outdoor activities, such as playing in the garden. The childminder works closely with parents to ensure children have healthy meals and snacks. The children learn from an early age about the importance of good hygiene and health and safety practices. For example, the childminder discusses the importance of staying close by on outings and she encourages handwashing throughout the day. Children behave well and the childminder provides consistent routines so that children learn about simple rules, sharing and being kind to others.

Outcomes for children are good

Children are making good progress in their learning, which supports their readiness for school. Older children enjoy a wide range of activities that promote their literacy and mathematical development. They enjoy games and discussions where they learn about odds, evens, look at the numbers on the dice and count the spaces they need to move. They enjoy writing their name on their pictures, making recognisable letters. Younger children are inquisitive learners, who thoroughly enjoy exploring their environment. Babies and younger children reach for toys and babble with excitement as they explore them in their hands.

Setting details

Unique reference number	300396
Local authority	Sheffield
Inspection number	867238
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	1 November 2011
Telephone number	

The childminder was registered in 1990 and lives in Chapeltown, Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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