

# Childminder Report

**Inspection date**

30 September 2015

Previous inspection date

2 November 2010

<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
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 understands the Early Years Foundation Stage well and ensures that she meets all requirements. The childminder conscientiously evaluates her practice and makes relevant improvements.
- The childminder plans activities that promote children's development across the seven areas of learning. Therefore, children are ready for school when the time comes.
- Children receive praise and encouragement for their successes which enhances their emotional well-being.
- The childminder gives the children clear boundaries. Therefore, children's behaviour is appropriate for their ages and stages of development.
- Children's understanding of the community they live in is developing well and they treat each other with respect.
- Good partnerships have been developed with other professionals. Meaningful information is regularly shared about children's care and learning needs. This enables the childminder to support children's needs and offer consistency of care.

**It is not yet outstanding because:**

- The childminder's does not monitor the assistant's teaching practice enough, in order to ensure that children's achievements are raised to the highest levels.

## What the setting needs to do to improve further

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

- monitor the assistant's teaching practice more robustly, in order to identify ways to improve teaching so that children's achievements are raised to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector took account of the written feedback from parents.

### Inspector

Ruth Moore

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of safeguarding procedures and understands how to report any concerns she has about children in her care. The childminder holds discussions with her assistant about her performance and responsibilities within the setting. However, the monitoring of the assistant's practice is not yet rigorous enough to ensure the quality of teaching is consistently of an exceptionally high standard. The childminder has completed a level 3 qualification since her last inspection and is committed to continuous professional development. This enables her to further improve her already good knowledge of children's learning and development.

### Quality of teaching, learning and assessment is good

Children are eager to learn as they enjoy the activities on offer. Children are supported well as the childminder completes regular, detailed assessments of their development. She reviews children's progress through her observations and assessments, and completes a detailed progress check for children between the ages of two and three years. Children are active learners and interact well with the childminder. She skilfully extends their vocabulary to promote children's speech and language development.

### Personal development, behaviour and welfare are good

The childminder has formed close bonds with the children in her care. She is warm and affectionate towards them. She understands the importance of working in partnership with parents and gathers comprehensive information about children's starting points, individual interests and needs. Children benefit from snacks and meals that are healthy, nutritious and take into account their dietary needs. They enjoy lots of fresh air and exercise. As a result, children learn about healthy lifestyles.

### Outcomes for children are good

The childminder works well with parents. She regularly talks to them about activities they could try, in order to continue their child's learning at home. In this way, she helps parents to build on their children's learning. The childminder keeps a check on what children can do and identifies any gaps in their development. This ensures children's individual needs are catered for and additional support is given where necessary. The wide range of learning experiences means that children enjoy their play. All children, including funded two-year-old children, make good progress in their development and have a positive attitude to learning.

## Setting details

<b>Unique reference number</b>	EY408384
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	850909
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 November 2010
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant two days per week.

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