

Childminder Report

Inspection date

6 October 2015

Previous inspection date

17 February 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 is qualified and experienced. She has a good understanding of how children learn and develop. Children make good progress in all areas of their development.
- Children learn in a bright and welcoming environment that is well planned to meet their needs and interests. The childminder provides a wide range of resources that stimulate children's curiosity and motivate them to play and learn.
- The childminder places a high priority on promoting children's communication and language development. Children develop good listening skills and clear speech.
- New children settle quickly and are happy. Gradual settling-in sessions allow parents and children time to get to know the childminder and other children.
- The childminder is sensitive, kind and caring. Children form secure bonds with her and show high levels of confidence in her home. They freely play with toys and explore their environment with enjoyment.
- The childminder acts as a positive role model. She uses praise and encouragement throughout activities and promotes respectful behaviour. Children learn to be polite, share their toys and to take turns.

It is not yet outstanding because:

- The childminder does not gather enough information about what children can do on entry to the setting. She does not quickly establish very precise starting points for their future learning.

What the setting needs to do to improve further

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

- obtain more information about what children know and can already do when they join the setting.

Inspection activities

- The inspector observed children's play in the childminder's house.
- The inspector looked at a selection of policies and children's records.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents from their written comments.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her role in meeting all of her legal responsibilities. She understands how to report any concerns she may have about children's welfare or care. The childminder reviews the quality of her provision well and identifies where improvements can be made. The progress of each child is monitored closely by the childminder. Any gaps in learning are identified and addressed through planned activities. The childminder attends regular training to maintain her good practice and develop her teaching skills. She meets with other childminders to share good practice and discuss any changes in legislation or current guidance. Effective partnerships have been established with other settings children attend. There is a regular exchange of information and a shared approach to children's care and learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder uses effective systems to regularly observe children and assess their progress. The childminder uses the information from her observations to plan what children need to learn next. She obtains general information from parents when children first start, including details of children's likes and dislikes. However, she does not find out enough about what children already know and can do to quickly establish very precise starting points for their future learning. Good teaching techniques help children to communicate well. The childminder talks to younger children using clear and simple words to help them develop their speech. Older children learn to use more complex sentences as the childminder asks questions and engages them in conversation. Children learn about the changing seasons. They demonstrate their understanding as they make pictures of the falling leaves.

Personal development, behaviour and welfare are good

Children are happy and settled in a warm, caring environment. They are supported to develop confidence in different social situations. The childminder arranges regular visits to local playgroups and parks. Children behave well and play together companionably. The childminder promotes children's good health. They develop their physical skills as they stack blocks and assemble small farm buildings. The childminder provides a healthy range of snacks and meals. Babies are given sensitive, focused attention to help them feel secure. The childminder recognises when they become tired and responds attentively, giving cuddles and reassurance.

Outcomes for children are good

Children make good or better progress from their starting points in all areas of learning. The childminder encourages children to develop their independence and self-care skills from an early age. Babies begin to hold their own cups and to take their first steps. Older children use knives under close supervision as they spread butter on toast. Children gain a range of skills to prepare them for the next stage in their learning and eventual move on to school.

Setting details

Unique reference number	300112
Local authority	Sheffield
Inspection number	867215
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	17 February 2011
Telephone number	

The childminder was registered in 1995 and lives in Sheffield. She operates all year round from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 2.

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