

# Childminder Report

**Inspection date**

6 October 2015

Previous inspection date

9 May 2012

<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 quality of teaching is good. The childminder has a good understanding of how children learn and develop. She is committed to ensuring children have equal opportunities to achieve their best potential and enjoy themselves in her home.
- The childminder provides children with effective support that helps them to make good progress in their learning and development. Children play in an accessible environment, where they are able to choose activities and resources independently.
- Children form close relationships with the childminder. They enjoy having cuddles and demonstrate that they feel safe and secure in her care.
- Children's behaviour is good. The childminder is a positive role model, as she sets clear rules and boundaries. For example, she encourages children to share, take turns and be kind to each other.
- The childminder seeks the views of parents, in order to continuously improve the quality of her setting. She also keeps her knowledge of legal requirements up to date.

### It is not yet outstanding because:

- The childminder does not always obtain enough information about children's starting points to help plan their learning fully from the start.
- The childminder does not have a fully established programme of professional development in place to show how the quality of teaching will be raised to an outstanding level.

## What the setting needs to do to improve further

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

- gain more detailed information about what children can already do when they join the setting
- focus more precisely on a targeted programme of professional development that increases the potential to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at a range of documentation, including children's records, planning documentation, policies and procedures.
- The inspector completed a joint observation with the childminder.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. The childminder is knowledgeable about keeping children safe from harm and how to report a concern about a child in her care. She minimises risks within the environment and has effective self-evaluation systems in place. The childminder highlights any areas for improvement to raise her standards and to support children to make good progress. However, she has not made best use of professional development opportunities to raise her knowledge and practice to the very highest level. The childminder liaises effectively with parents and other settings that children attend. This results in a fully shared approach to children's ongoing care and learning.

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

Children enjoy their learning and make good progress in relation to their starting points. The childminder regularly observes and tracks children's progress, acting quickly to close any gaps in achievement. She creates a challenging learning environment, where the atmosphere is positive and encouraging. This ensures that activities and learning experiences fully support children's interests and the next steps in their development. Children's vocabulary is developing well due to the good interactions between themselves and the childminder. They are becoming confident in using their communication and language skills during their play. The childminder works closely with parents to ensure that she informs them about their children's learning. Therefore, children have continuity in their learning between home and the setting. However, the childminder does not always gather enough detailed information about children's skills and abilities before they start attending the setting. This means she cannot always plan precisely for their individual learning needs from the outset.

### Personal development, behaviour and welfare are good

The childminder establishes positive relationships with children and promotes their emotional well-being and individual needs effectively. She continually praises children's efforts and achievements. Consequently, they develop high levels of self-esteem. Children are learning about the importance of a healthy diet, as the childminder provides them with nutritious snacks and teaches them about healthy eating. She gives children daily opportunities to explore in the garden and benefit from engaging in plenty of physical activities. Further activities within the local community provide children with additional opportunities to socialise and to enhance their physical skills. The childminder encourages children to manage risks in the environment, for example, by reminding them not to stand on toys or climb on the furniture. Consequently, children are learning important skills for the future about keeping safe.

### Outcomes for children are good

Children are working comfortably within the ranges of development typical for their ages. Assessments are accurate and show that children progress well from their starting points. Consequently, children are gaining the skills required for when they move on to their next stages in learning.

## Setting details

<b>Unique reference number</b>	300010
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	864647
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 May 2012
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Stannington, Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate  
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