

# Childminder Report

<b>Inspection date</b>	17 February 2016
Previous inspection date	27 January 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		Not applicable	

## Summary of key findings for parents

### This provision is good

- The experienced childminder has high expectations. She is eager for all the children in her care to develop. She takes good advantage of training opportunities to develop her skills and knowledge. She and her staff, overall, have a good knowledge of the needs of children in the early years.
- Children enjoy a good range of experiences, indoors and out, which are well matched to their individual needs. The childminder and assistant have a good knowledge of how young children develop. They help them to grow in confidence, to be happy and increasingly independent.
- Children are well behaved. The childminder and her staff provide good role models for children to follow. Children collaborate well and happily share their toys. They are proud of their achievements and eager to show their parents what they have completed.
- Children learn and play in a safe environment. The childminder responds well to children's needs and emotions. Children learn to make their own decisions and express their thoughts and ideas. They have a good awareness of keeping themselves safe in different situations.

### It is not yet outstanding because:

- The quality of teaching is good. However, procedures to support staff's professional development are not yet rigorous enough to consistently promote the highest standards in children's development.
- Some opportunities are missed to build on the childminder's good relationships with schools and other early years providers to promote continuity in children's experiences and learning.

## What the setting needs to do to improve further

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

- enhance arrangements to develop the performance of staff that further support children's personal development
- build on the good links with the local school and other early years providers the children attend and promote continuity in their development and experiences.

### 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 completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. He looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of staff working with the childminder.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is reflective and ambitious for the children in her care. She takes good advantage of training to make positive changes and to systematically improve opportunities for children. She creates a welcoming and exciting environment for children to relax and develop in safety. Arrangements for safeguarding are effective. She uses risk assessments effectively to help her provide a safe place for children. The childminder and staff have a strong understanding of their safeguarding responsibilities. They make sure they effectively support children's welfare. Parents are very positive about the care and support the childminder provides to both the children and themselves.

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

The childminder and her staff have a good understanding of children's development needs. They plan activities well which motivate children and build on their knowledge and understanding. The childminder is responsive to children's emerging interests and helps them to follow them. An example of this is in the role-play activity they devised. This was based on a wedding ceremony where children created their own bouquets and costumes. Resources are attractive and accessible. They are matched carefully to children's different needs and abilities. Children enjoy joining in songs and rhymes. Staff help children to express their own ideas and organise their play and learning. For example, children have many opportunities for creating patterns and use their skills in making marks in seasonal greeting cards or through decorating cakes in baking competitions.

### Personal development, behaviour and welfare are good

Children are well behaved. They are involved in helping to set rules and routines and they follow instructions well. They tidy up quickly and with little assistance. Children work and play safely, both indoors and out. They take very good care of each other when they walk from school to the childminder's house. The childminder and staff provide good role models for children to follow. They create a calm and welcoming environment. They work closely with parents and successfully help children to settle in quickly and develop their self-confidence. Staff support children in developing their independent learning skills. For example, children help to prepare food and contribute to the planning of the menu for snacks and meals. They follow good health and hygiene procedures throughout the sessions.

## Setting details

<b>Unique reference number</b>	EY336158
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	862672
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	21
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 January 2010
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Sheffield. She operates all year round from 7.30am until 9am and 3pm until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder sometimes works with an assistant. She supports disabled children and those with special educational needs.

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