

# Childminder Report

**Inspection date**

2 March 2016

Previous inspection date

29 November 2011

<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 the childminder's teaching is good. She understands how children learn and develop. The childminder undertakes detailed observations and assessments of children's learning. This information is used well to support all children to make good progress from their starting points.
- The childminder's home is very well resourced. Children actively explore the rich, varied and stimulating environment. This means they are highly motivated and interested in developing their skills through purposeful and developmentally appropriate play.
- Children benefit from taking part in stimulating experiences that engage them and build on their interests. Children show high levels of curiosity and imagination in their play.
- Children build strong attachments with the childminder. She ensures that they are settled and happy in the provision. Children's behaviour is good. This provides a harmonious atmosphere where children are able to learn.
- Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.

### It is not yet outstanding because:

- The childminder does not consistently model correct pronunciation so children learn how to say the new words they learn correctly.
- Self-evaluation is used appropriately to address any weaknesses in the provision. However, the childminder is not proactive enough in using self-evaluation to help her build further on her good practice and to achieve the best possible outcomes for children.

## What the setting needs to do to improve further

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

- help children more effectively to learn the correct pronunciation of new words
- build further on self-evaluation practice and increase the potential to achieve the best possible outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. She talked to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the self-evaluation record, policies, children's learning journals and the registers.
- The inspector saw evidence of qualifications and the suitability of all adults living on the premises and other documentation related to the safeguarding and welfare requirements.
- The inspector took account of parents' views from written questionnaires and testimonials.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection procedures. She knows the signs and symptoms of possible abuse and how to record and report any concerns regarding children's welfare. All of the required documentation is in place. The childminder has a professional approach to her work. There are established links with local schools and nurseries to promote consistency and complement children's care, learning and development. The childminder seeks the views of parents through regular questionnaires and receives very complimentary feedback about the provision. She uses networking opportunities and completes training that increases her knowledge and skills. The childminder has successfully addressed the recommendations from her previous inspection, which reflects her commitment to improvement.

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

The childminder completes regular observations of children's learning and development. She identifies their next steps in learning and completes regular assessments to monitor children's progress in all areas. The childminder provides children with additional equipment to help them extend their investigations. This helps to build on children's interests and curiosities, keeping them engaged and motivated to learn. The childminder provides opportunities for children to repeat activities they have previously enjoyed. This consolidates and reinforces their learning. She consistently talks to children and engages them in conversation about what they are doing. The childminder asks well-timed questions to help support their understanding of shape, colour and counting as part of their mathematical development.

### Personal development, behaviour and welfare are good

Children confidently and actively play, learn and explore in the childminder's company. She provides appropriate praise and encouragement so children feel good about themselves. This helps promote their sense of belonging and develops their self-esteem. Effective procedures ensure children settle quickly. Partnerships with parents are good. The childminder gains information from parents to help her meet children's needs. She follows children's home routines and care practices well. The childminder ensures children are safe and secure, they are supervised at all times and risks are effectively managed. The environment, indoors and outdoors, is welcoming and well resourced. Children use good manners and behave well. The childminder has consistent boundaries in place and praises children for their efforts so they feel valued. She successfully promotes children's health and well-being. They regularly participate in outside play and enjoy a good range of healthy snacks. Children manage their personal needs well, according to their age and stage of development.

### Outcomes for children are good

Children make good progress in their learning and development. They are motivated learners who confidently explore and develop the skills they will need when they are ready for the move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY424832
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	852535
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 November 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Chapletown. 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. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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