

Childminder Report

Inspection date

14 June 2016

Previous inspection date

28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children form trusting and affectionate relationships with the childminder and her assistants. They confidently approach her for support and enjoy her relaxed manner. Children are settled and enjoy their learning.
- The childminder monitors children's progress successfully, checking on their development regularly to identify any areas where children may need extra help. Children make good progress from their starting points.
- The childminder plans a broad range of activities and uses effective teaching methods to successfully engage children. She offers lots of praise and encouragement for children's efforts and achievements, building their confidence and self-esteem.
- Children learn about risks through the routines of the day and the activities they are involved in. They are taught about the importance of tidying up and respecting their environment. The childminder is keen to support children to know how to keep themselves safe.

It is not yet outstanding because:

- The childminder does not provide enough opportunities to enhance children's awareness of other people's cultures, similarities, differences and abilities.
- The childminder gives less confident children too little time to think and respond to questions before she asks another child or provides the answer.
- Although the childminder monitors and evaluates her practice, she has not yet established a highly focused programme of professional development to drive forward the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- give less confident children enough time to think about and respond to questions
- provide more opportunities for children to enhance their growing awareness of differences and similarities in society and to value and respect the needs, abilities and cultures of others
- develop a more focused and targeted programme of professional development to drive the quality of teaching to the highest level.

Inspection activities

- The inspector observed the childminder's practice and her engagement with children throughout the inspection.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability, qualifications and recent training completed by the childminder and her assistant. She also checked evidence of the suitability of all household members.
- The inspector viewed children's files and assessment records and a range of relevant policies and procedures.
- The inspector took account of the written views of parents.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms of abuse. She has a detailed policy to follow should any concerns arise about a child's welfare. The childminder has clear procedures in place to check the suitability and practice of her assistants. They work successfully together to maintain the good standard of their provision and have met the weaknesses raised at the last inspection. The childminder talks to parents about her service, and gains their views on how she can improve. The childminder works well with other early years provisions that children attend to enhance continuity of care and learning. Parents provide positive feedback regarding their children's care, learning, and experiences with the childminder.

Quality of teaching, learning and assessment is good

The childminder establishes from the start, through discussion with parents, what children know and can do. This ensures that activities are well focused to support children's individual learning needs. The childminder talks to the children constantly as they play. She repeats and sounds back words to the younger children, supporting their communication and language skills. Children enjoy exploring a tray of jelly shapes. They confidently talk about the different colours and smell of the jelly and comment on it feeling sticky and wobbly. Children enjoy exploring and investigating. They eagerly take turns making musical sounds with drums and bells and enthusiastically choose and join in with action songs. Children are encouraged to develop their imagination. Young children enjoy drawing pictures with crayons and older children make a pretend cup of tea which they share with their friends.

Personal development, behaviour and welfare are good

Resources are easily accessible. Children become independent in making choices about what they want to play with. The childminder helps children to become confident within different situations and encourages them to try new activities. Children's healthy lifestyles are positively encouraged. They take part in daily physical play in the garden, eat healthy snacks and follow good hygiene routines. The childminder and her assistants act as good role models. The childminder is calm and offers a positive, consistent approach which helps to support children's well-being effectively. The childminder makes her expectations for behaviour clear through consistent messages, which children are beginning to understand and learn from.

Outcomes for children are good

Children develop the key skills needed for their next stage in learning, including starting school. They enjoy learning and eagerly participate in activities, games and conversations. Children have good concentration skills and spend long periods of time at activities. They develop confidence and the skills typical for their age and stage of development. Children learn to play cooperatively. They share and take turns. They have time to lead their own play and develop their own ideas and interests. This ensures they develop good attention skills and are motivated to learn.

Setting details

Unique reference number	EY373474
Local authority	Sheffield
Inspection number	1043772
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	28 April 2014
Telephone number	

The childminder was registered in 2008 and lives in Shiregreen, Sheffield. She works alongside her two daughters, who are also registered childminders, and two assistants. The childminder operates all year round, except for bank holidays and family holidays. She works Monday to Sunday, working flexible hours, including offering overnight care. The childminder holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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