

Childminder Report

Inspection date

30 June 2016

Previous inspection date

15 June 2015

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

- The quality of teaching is good. Children enjoy a wide range of activities that are based on their interests. The quality of the childminder's teaching has a positive impact on the progress children make.
- The childminder focuses well on developing children's language and communication skills. She introduces mathematical concepts and literacy skills within children's play and everyday routines.
- Children form secure attachments with the childminder, which helps them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes their confidence and self-esteem.
- Children are encouraged to be independent and have good self-care skills. They acquire good listening and communication skills, so that they can talk confidently in group situations.
- Children make good progress in their learning. The childminder knows children's needs well. She plans a broad range of experiences which promotes children's interests and next steps in learning successfully.

It is not yet outstanding because:

- The childminder focuses her professional development on essential aspects of training, rather than being specifically targeted at developing first-rate teaching skills.

What the setting needs to do to improve further

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

- enhance professional development, so that it focuses more specifically on developing an expert knowledge of teaching and learning.

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 took account of the views of parents provided in written feedback.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector looked at children's observation and assessment records and other documentation, including evidence of suitability checks for household members.

Inspector

Catherine Mather

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows what action to take if she has any concerns about a child's welfare. Partnerships with parents are good and this is evidenced through written comments which the childminder has received. The childminder strives to improve the quality of her practice. For example, since her last inspection, she has successfully improved the quality of her assessments. She gathers more information from parents about children's prior skills and uses this information to ensure planning is built on a comprehensive knowledge of children's existing abilities. The childminder shares information with other early years settings that children attend. This helps to create a consistent approach to promoting children's development.

Quality of teaching, learning and assessment is good

Activities provided are led by the interests of children, and the childminder extends their learning through the questions she asks. For example, as children play with dinosaurs the childminder plays alongside and asks them questions in relation to different sizes. She helps children to compare similarities and differences between the dinosaurs. Children excitedly check to see which stones are the heaviest, and check to see if they will float or sink as they place them in water. The childminder encourages children to solve problems and she offers them support at just the right time. Children communicate confidently and display an interest in letters, sounds and words. They are developing good literacy and mathematical skills.

Personal development, behaviour and welfare are good

Children build strong relationships with the childminder, as they are provided with genuine warmth and affection. Furthermore, children receive encouragement and are praised for their efforts. The childminder is a good role model who promotes kind and respectful behaviour. Children learn to consider each other's feelings and they behave well. Children's transitions between home, the childminder's setting and nursery are well managed. Opportunities for children to learn about healthy lifestyles and the benefits of fresh air and exercise are promoted well by the childminder. Children make choices and decisions about what they want to do and where they want to play.

Outcomes for children are good

Children make good progress in their learning and engage happily in activities. Any gaps in learning are quickly addressed and closed. Children are inquisitive and display a positive attitude towards learning. They are developing the skills they need in the next stage of their learning. Children are well prepared for the move to school.

Setting details

Unique reference number	EY276698
Local authority	Sheffield
Inspection number	1051092
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 June 2015
Telephone number	

The childminder was registered in 2004 and lives in Handsworth, Sheffield. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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