

# Childminder Report

**Inspection date**

12 July 2016

Previous inspection date

6 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The childminder does not always use her observations and assessments well enough to plan interesting activities for children. This means some children lose concentration and are not suitably challenged for their next stage in learning.
- The childminder's systems for monitoring and improving the performance of her assistant are not fully established.
- The childminder does not focus her professional development sharply enough on raising the quality of teaching to the highest level.
- The childminder does not effectively evaluate her practice or identify specific priorities for improvement.

### **It has the following strengths**

- Children have appropriate social skills and sufficient opportunities to learn about the world around them. They are happy, settled and have close relationships with the childminder and her assistant. This helps to promote their confidence and emotional well-being.
- The childminder shares information about children's learning with parents, so that they can further support this at home. Parents are happy with the care and learning their children receive.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ ensure that planned activities are sufficiently challenging and based on assessments of children's existing achievements and interests to promote their progress more effectively	12/09/2016
■ develop and implement procedures to monitor the performance and support the professional development and personal effectiveness of the assistant.	12/09/2016

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

- focus professional development more precisely on raising the quality of teaching to a higher level
- strengthen the evaluation process to identify all weaknesses in practice and set clear priorities for improvement.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and documentation. The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and of the childminder's and her assistant's qualifications.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector asked the childminder's assistant questions about her practice at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

**Inspector**  
Ruth Moore

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder and her assistant know the appropriate action to take if they have concerns about a child in their care. The childminder has completed mandatory training. However, she has not made use of any further professional development opportunities to help her raise the quality of her teaching practice. In addition, the childminder has discussions with the assistant about her responsibilities in the setting. However, these are not effective enough to monitor performance management and ensure that professional development is prioritised. The childminder has addressed the actions at the last inspection. However, she has yet to use self-evaluation independently to identify the setting's weaknesses and develop robust action plans to address further areas for improvement.

### Quality of teaching, learning and assessment requires improvement

The childminder assesses children's starting points and ongoing progress. She identifies suitable next steps in their learning. However, she does not make good use of what she knows about children from her observations or assessments to provide activities that are stimulating and challenging. As a result, children's progress is not supported as well as it could be. The childminder and her assistant play alongside children, generally, supporting their learning and development. Children's language skills are promoted appropriately. They chat happily as they build tracks and bridges for cars. Children are self-motivated during periods of free play. They independently access the plentiful resources and use their imaginations to follow their interests. Children enjoy playing with dressing-up masks and acting out being superheroes.

### Personal development, behaviour and welfare require improvement

The childminder does not plan activities for children that match their individual needs and interests precisely. Consequently, children are not always motivated and, sometimes, loose interest in their play. The childminder supports children to develop positive relationships with each other and promotes appropriate behaviour. She reinforces the use of manners and children display an appropriate understanding of the rules and boundaries. Children have daily opportunities for fresh air, exercise and outdoor play. They make use of the childminder's garden and frequently visit local parks and visitor attractions. Partnerships with local schools and other early years providers are in place and are helping to promote continuity in children's care and learning.

### Outcomes for children require improvement

The childminder does not always make the most of all opportunities to extend children's learning. Therefore, children, including those who speak English as an additional language, do not make good enough progress in their learning and development. Despite this, children are imaginative and inquisitive. They can make their needs and feelings known and undertake hygiene and self-care routines independently. Therefore, they are developing some of the skills they need for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	300319
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1043650
<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>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 January 2014
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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