

Childminder Report

Inspection date

17 February 2017

Previous inspection date

19 February 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 childminder's teaching is good and, occasionally, excellent. Children make good progress in all areas of learning with progress in their developing speaking skills being very good. The childminder follows children's progress in detail, which helps her to identify any gaps in their learning and address these in partnership with their parents.
- The childminder makes effective use of what she knows and observes about children's progress to provide challenging activities that are accurately assessed and matched to their needs. She quickly uses their interests and ideas to sustain their concentration during activities, helping to increase the opportunities available for learning.
- The childminder reflects on children's needs to help identify where her own practice can be enhanced to continually improve the quality of the provision. She updates the skills and knowledge gained from her qualifications and experience to help further promote children's well-being and progress.
- The childminder uses highly effective methods to help promote children's communication and language development. For example, she uses techniques learned through training, such as sign language, as one way to help promote their early communication skills. Children successfully and eagerly interact with her.
- Children's behaviour is managed well. The childminder is a good role model and provides clear guidance to the children about her expectations for behaviour and why they are important.

It is not yet outstanding because:

- The childminder does not consistently give children opportunities to find ways to solve problems themselves.
- The childminder does not use all opportunities to promote children's learning about shapes and numbers to the best possible extent.

What the setting needs to do to improve further

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

- enhance opportunities for children to solve problems for themselves
- provide the highest possible level of challenge when teaching children about shapes and numbers, so that their progress and achievements in this aspect of their learning are accelerated.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents spoken to and through written feedback provided.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear understanding of the possible indicators of abuse. She has a very good knowledge and understanding about the procedures to follow should she have a concern about a child. She checks all areas to identify and minimise any possible risks to children. The childminder is experienced and completes ongoing training to meet all mandatory requirements and to improve her teaching. She has a range of policies and procedures to underpin her good practice. She reviews her practice frequently to continually develop the service she provides. The childminder monitors children's learning to ensure that all children make good progress from their starting points.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to successfully support children's progress and she plans activities based on the next steps in their learning. She adapts activities children are engaged in, in order to support their emerging interests and extend their learning. This motivates children and helps them to make good progress. The childminder promotes children's communication and language skills well. One of the ways she does this is by extending their vocabulary through introducing words to name animals, such as albatross. She supports children to develop an understanding of the world around them. For example, she plans activities that support their understanding of how ice turns to water and encourages them to feel and describe the ice. The childminder promotes children's early enjoyment of mark making by encouraging them to draw a picture of a pretend snowman. Children also practise writing letters from their names and develop greater confidence in this before starting school.

Personal development, behaviour and welfare are good

The childminder supports children to develop their independence skills, which helps to equip them well for their future learning. Children confidently make choices about their play, which also supports their independence. The childminder offers consistent praise and encouragement to children that helps to support their confidence and self-esteem. The childminder is a good role model. She demonstrates good manners and supports children to learn social skills, such as sharing. Children are learning about healthy lifestyles and have regular access to physical exercise in the garden or on outings in the local environment.

Outcomes for children are good

Children are happy and have formed close relationships with the childminder and the other children that attend. They are confident individuals who show an interest in others. They learn to share, use good manners and are well behaved. They enjoy looking at and talking about their artwork, which is displayed around the setting. They enjoy sharing books with each other, singing and joining in with action songs. All children make good progress from when they start at the setting.

Setting details

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|------------------------------------|---|
| Unique reference number | EY447562 |
| Local authority | Sheffield |
| Inspection number | 1065937 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Name of registered person | |
| Date of previous inspection | 19 February 2013 |
| Telephone number | |

The childminder was registered in 2012 and lives in Chapeltown, Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

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