

Childminder Report

Inspection date

Previous inspection date

5 May 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 has strong working partnerships with parents. There is an effective two-way flow of information sharing, which has a very positive impact on children's continuity of learning.
- Initial assessments are based on a secure understanding of children's abilities and achievements so far. Children make good progress from their starting points.
- The childminder supports children's personal development well. She takes children to local toddler groups where they have opportunities to play and interact with others. Children are prepared emotionally for the wider social network of school.
- Children find out about people and communities. They learn about similarities and difference between themselves and others. Children are learning about the world.

It is not yet outstanding because:

- The childminder does not have a focused programme for her professional development to help to raise the quality of teaching to the highest level.
- The childminder does not provide children with enough opportunities to explore and investigate media and materials.

What the setting needs to do to improve further

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

- implement a focused plan for professional development to help to raise the already good quality learning experiences for children to the best possible level
- provide children with more opportunities to explore a broader range of media and materials.

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 through written feedback provided.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is good

The childminder has effective working relationships with her local authority improvement officers and shares ideas for good practice with other practitioners. This helps her to obtain the views of others when evaluating her provision. The childminder makes continuous improvements that help to raise outcomes for children. The arrangements for safeguarding are effective. The childminder has a range of policies and procedures that she implements to underpin her good practice and promote children's safety. She has a good knowledge of the possible signs and symptoms of abuse. The childminder knows the referral procedure well should she have a concern about a child's welfare. She understands the action to take if an allegation is made against her or a family member.

Quality of teaching, learning and assessment is good

The childminder is very clear about what children need to achieve next and she builds on their individual learning needs through their interests. For example, she introduces mathematical language, colours and counting as children play with their favourite small-world toys. Children make decisions about their learning and the childminder supports their self-chosen ideas. For example, young children take books outside and the childminder reads to them. She follows young children's actions. Children move their body in time to songs they hear when they press buttons on toys.

Personal development, behaviour and welfare are good

The childminder supports children's health and physical well-being. She displays posters that help children to learn about the five food groups. Children develop healthy eating habits and are encouraged to try new foods. They adopt good hygiene routines from a young age. For example, young children wash their hands with support following nappy changing routines. Children enjoy playing in the garden and visits to nearby parks, where they have opportunities to challenge their physical skills further. They visit farms, local shops and the library, which helps them to learn about their own community and people that help them.

Outcomes for children are good

Children develop skills they will need for their future education. They learn how to play cooperatively, use good manners, share with their friends and explore independently in new environments. Children develop confidence and learn how to manage their feelings and behaviour. They are encouraged to do things for themselves from a young age, such as fastening their shoes. Young children practise their mark-making skills as they help themselves to chalk outdoors.

Setting details

Unique reference number	EY441499
Local authority	Sheffield
Inspection number	996099
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2012 and lives in Sheffield. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

