

Childminder Report

Inspection date

5 May 2017

Previous inspection date

6 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 quality of teaching is variable and the childminder is not effectively using her observations and assessments to identify where children need the most support. Therefore, children's next steps in learning are not always precise enough to support children to make more rapid progress.
- The childminder has not fully explored ways to engage parents in their child's learning. In addition, she has not considered how she keeps parent's informed about her current policies and procedures, especially about safeguarding and complaints.
- The childminder has not yet established effective systems to enable her to monitor her service, teaching skills and learning outcomes for children so that she aspires to achieving high standards.

It has the following strengths

- The children have positive relationships with the childminder and they are happy and settled in her care.
- The childminder has worked hard to address the areas of concern highlighted at her last inspection. She demonstrates more confidence when discussing safeguarding issues and she now understands how to deal with any child protection concerns.
- The childminder provides a varied range of age appropriate activities and experiences that children enjoy.

What the setting needs to do to improve further

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

	Due Date
■ make better use of observations and assessments to identify sharply focused next steps in children's learning, in the areas where children need the most support	02/06/2017
■ improve communication and information sharing with parents, especially in relation to sharing details of current policies and procedures, children's learning needs and progress, both at the setting and at home.	02/06/2017

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

- develop effective systems to monitor and evaluate children's learning and her own practice in order to promote continual improvement, set clear goals and targets that support achievement of high standards.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held discussions with the childminder and looked at relevant documentation, including checking evidence of the suitability of the childminder and household members.

Inspector

Helen Blackburn

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The childminder supervises children's play and makes regular risk assessments so that children play safely. Since the last inspection, the childminder has accessed more training and sought support through her local authority. She now has a better understanding of her role in supporting children's progress through play. The childminder shows commitment to making further improvement through her continued work with the local authority. However, she is still to develop systems to monitor and evaluate her own teaching practice and children's learning to support good outcomes for children. The childminder understands the importance of working in partnership with other professionals to identify children who may need additional support.

Quality of teaching, learning and assessment requires improvement

Following the last inspection, the childminder is now observing children and using these observations to assess children's skills and progress. However, the childminder's assessment arrangements are still new and not securing children's good progress. The childminder sometimes sets targets for younger children that are over ambitious. In addition, she is not making good use of her assessments to look at children's progress as a whole, in order to identify where children need the most support. Children approach their play with enthusiasm and they are willing to have a go. During play, the childminder positively interacts with children. She talks about what children are doing and asks questions to build on their emerging communication skills. However, she does not always give older children the time to think about their responses before she continues with the conversation.

Personal development, behaviour and welfare require improvement

Children are happy and they feel safe in the childminder's care. The childminder gathers sufficient information from parents so that she can meet children's care needs and routines. However, she shares less information about children's development and progress, which means she is not fully engaging parents in their child's learning. Children are developing some of the skills they need for school. They are independent and they behave well. Through explanations, the childminder helps children to understand about right and wrong. Children enjoy playing outdoors and going on outings, where they engage in physical activity and, learn about nature and their community. The childminder encourages children to adopt good personal hygiene practices, although she does not always explain why these are important. The childminder provides healthy food options to promote children's health.

Outcomes for children require improvement

Children are making steady progress and they are acquiring some of the skills they need for school. Older children enjoy counting the animals and naming the colours as they play with the train track. They solve problems as they work out how to fix the train track together. However, due to weaknesses in teaching and assessment arrangements children are not making more rapid progress.

Setting details

Unique reference number	EY478640
Local authority	Sheffield
Inspection number	1095806
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	4 - 4
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	6 October 2016
Telephone number	

The childminder was registered in 2014 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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