

Childminder Report

Inspection date

24 July 2017

Previous inspection date

6 October 2014

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 quality of teaching is good. The childminder provides a wide range of resources for children to choose from and plans activities around children's interests and fascinations.
- Children are very happy and say that it is 'fun' in the setting. They have strong bonds with the childminder and her assistant. This supports their emotional well-being.
- The childminder and her assistant provide a relaxed, homely environment and set clear boundaries for children. This successfully supports children's very good behaviour.
- The childminder and her assistant are good role models. They demonstrate a high level of respect and value children's contributions, helping children to build positive relationships with others.
- The childminder and her assistant work closely with parents, with a two-way flow of information about children's learning and development. Parents comment positively about the level of support they receive from the childminder.
- The childminder places a high priority on children's safety. Both she and her assistant attend regular update training with the Local Safeguarding Children Board and are highly alert to risks to children's welfare.

It is not yet outstanding because:

- The childminder does not place enough emphasis on extending her knowledge of how children learn to raise the quality of teaching even further.
- Occasionally, the childminder misses opportunities during planned activities, to deepen children's learning by making links to previous learning experiences.

What the setting needs to do to improve further

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

- focus professional development more, to extend existing knowledge of how children learn and develop teaching skills even further
- link children's learning more to previous experiences, to challenge and deepen their learning further.

Inspection activities

- The inspector had a tour of the setting and viewed the areas used for childminding.
- The inspector observed the quality of teaching indoors and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of parents' views in parent satisfaction questionnaires and talked to children.
- The inspector held a discussion with the childminder at an appropriate time during the inspection and looked at relevant documents, such as attendance records.

Inspector

Angela Syson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have clear procedures in place for keeping children safe. For example, the childminder regularly checks children when sleeping upstairs. The childminder supervises her assistant effectively and they work well together to plan next steps for children, to ensure consistency in good practice. The childminder takes account of feedback from children and parents. Overall, she reflects well on her practice and identifies priorities for improvement, such as clearer systems for recording children's achievements. The childminder has built good links with other childminders and teaching staff. She makes the most of these links to keep up to date with early years issues and to exchange ideas about activities. The childminder helps children learn about diversity. They attend playgroups and, through play, learn about other children's cultures and beliefs.

Quality of teaching, learning and assessment is good

The childminder gathers information about children's care needs and stages of development on entry to the setting. This helps her to match planned activities to children's needs from the outset. The childminder and her assistant understand how to develop children's speech and language. For example, the childminder's assistant encourages children to come up with different words to describe what 'sparkly sequins' look like, such as 'gems'. The childminder provides children with a good selection of board games to choose from. They enjoy playing counting games with the childminder. This develops children's mathematical skills well. The childminder keeps a close check on children's progress. She quickly identifies any gaps in learning and plans well, in partnership with parents, to help children catch up.

Personal development, behaviour and welfare are good

Children are well cared for in a nurturing environment. Children are kind and considerate towards each other. They are learning to take turns and use good manners. Children are self-motivated and lead their own learning. They confidently ask for help in reaching the resources they need. Children are developing a good understanding about healthy lifestyles. The childminder talks to children about portion sizes and balanced meal choices. Children have regular opportunities to play outside on the large equipment, such as the slide. This helps develop their physical skills effectively. Children are developing perseverance during activities. They are encouraged to have a go and keep trying.

Outcomes for children are good

Children enjoy selecting from a wide range of resources. They choose to draw on paper plates. They concentrate for an extended period, creating a very technical design of a 'factory'. Children enjoy pretend play and have a good imagination. For example, they play with baby dolls, putting them to sleep in a cot, gently covering them in a blanket and telling them to settle down. Children are making good progress in their learning and acquiring the skills they will need in preparation for the move on to their next stage in learning, including school.

Setting details

Unique reference number	300187
Local authority	Sheffield
Inspection number	1103402
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	12
Number of children on roll	17
Name of registered person	
Date of previous inspection	6 October 2014
Telephone number	

The childminder registered in 1985 and lives in the Ecclesall area of Sheffield. She works with an assistant and co-childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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