

Childminder Report

Inspection date

31 August 2017

Previous inspection date

12 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 taken decisive action to raise her practice to a good standard since the last inspection. She and her assistant have attended a wide range of training to improve their knowledge and skills. They accurately identify weaknesses in their practice and take effective action to address them.
- Parents are involved in the monitoring of their children's progress. Assessments and children's next steps in learning are frequently shared with them. They are encouraged to share information about children's interests and what they have learned at home.
- Children enjoy free access to the outdoor area. They independently move the high-quality resources from indoors to outdoors, which means they follow their interests and make choices about their play. Children are given uninterrupted time to explore and investigate a wide variety of resources and materials, such as water with bubbles.
- Children are well prepared for their move on to school. They access groups where they meet other children and develop their social skills. They learn to fasten their coat and put on their own shoes. Children sit together at mealtimes and learn to use a knife and fork competently.

It is not yet outstanding because:

- The childminder does not always, provide parents with enough information about why it is important that children who speak English as an additional language are encouraged to use their first language.
- On occasions, children are not fully supported to engage in imaginative role-play based on their own first-hand experiences.

What the setting needs to do to improve further

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

- support parents to have a better understanding of why it is important that children who speak English as an additional language are encouraged to use their first language
- support children to engage in imaginative role-play based on their own first-hand experiences.

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 and the childminder's assistant during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of local safeguarding policy and procedures. They know how to report concerns about a child's welfare, or concerns about an adult. Effective systems for supervision and performance management mean that the childminder's assistant is monitored regularly. The childminder is keen for them to access more professional development to improve their practice further. Teaching practice is consistently strong. The childminder tracks children's development. She obtains children's starting points from parents in order to plan from the start. Any gaps in learning are quickly identified and action taken to help children catch up quickly.

Quality of teaching, learning and assessment is good

Children are engaged well and motivated to learn. Their facial expressions depict excitement and surprise as they explore and discover. For example, they show delight as they drop objects into water and it splashes over them. They feel the texture of different materials with their hands and mouth, such as the 'bubbly' leaf of a cabbage and sticky cooked pasta. Children develop their communication skills. The childminder and assistant talk to them during their play. They model language, use physical gestures to support spoken language and respond to children's attempts to communicate. Children develop early mathematical skills. They begin to count, shouting '1, 2, 3' before they jump. Children develop early literacy skills. They listen to stories and draw patterns in soil.

Personal development, behaviour and welfare are good

Children grow and develop well in this nurturing, homely environment. They demonstrate strong attachments to the childminder and her assistant and are happy and settled. Their work is displayed, which promotes their sense of belonging. Children benefit from daily outdoor play and regular outings into the community. They develop their physical skills while learning to play safely. They climb, learn to throw and catch and begin to pedal and steer ride-on toys. The childminder and her assistant work very well together. They are good role models for children, teaching them how to treat each other respectfully, to be polite and to consider others. Children learn about keeping healthy. They begin to understand that not all food comes from supermarkets. For example, they pick blackberries to eat during walks.

Outcomes for children are good

Children make good progress from their starting points. Their confidence is promoted through praise and encouragement. They show high levels of self-esteem and perseverance. Children learn about their community and world around them. They learn about other children's family traditions and mix with a diverse group of children at the local playgroup. Children develop their independence in personal care routines, ready for the move on to school.

Setting details

Unique reference number	300319
Local authority	Sheffield
Inspection number	1085343
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	12 July 2016
Telephone number	

The childminder was registered in 1995 and lives in Richmond, Sheffield. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who holds a relevant qualification equivalent to level 3.

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