

Childminder Report

Inspection date

29 November 2017

Previous inspection date

27 November 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 evaluates her practice well and seeks the views of parents. She uses her findings to make positive changes. For example, she has altered the way she records children's progress to make it clearer and easier to share with parents.
- The childminder is a positive and effective role model. She teaches children to be respectful, to use good manners and to be kind to others. She gives children clear guidance, which helps them to manage their behaviour well for themselves.
- The childminder provides a wide range of activities that promotes children's understanding of the world around them. They enjoy walks where they explore how the world changes with the seasons. They visit museums to look at transport and the local farm to find out where their food comes from.
- The childminder provides good opportunities for children to develop their confidence in larger social groups and to start to build friendships.

It is not yet outstanding because:

- The childminder does not always sharply focus her planning of adult-led activities to target the individual learning needs and interests of each child and help them make the best possible progress towards the early learning goals.
- Although children develop some early writing skills through adult-led activities, they do not have many opportunities to experiment with and practice early writing in their play.

What the setting needs to do to improve further

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

- strengthen the planning of adult-led activities to focus more precisely on the individual learning needs and interests of each child to help them make the best possible progress in all areas of learning
- provide more opportunities for children to explore and practise early writing.

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

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of her responsibility to safeguard children. She knows what to do if she were to have any concerns about a child's welfare. The childminder implements effective risk assessments and helps children to keep themselves safe. For example, they demonstrate that they know how to cross the road safely. The childminder has a strong commitment to professional development. She accesses training to build on her skills continually. For instance, she has improved her knowledge of how to promote children's communication skills. She links well with other childminders to share good practice. The childminder is proactive in developing partnerships with other settings that children attend. This supports continuity in children's learning. The childminder works well with other professionals to help children who make slower progress in meeting their expected targets.

Quality of teaching, learning and assessment is good

The childminder uses her assessments effectively to identify next steps in children's learning, which she shares well with parents. The environment is well resourced and stimulating. The childminder follows children's lead in their play. She listens to them and encourages them to share their ideas. Children engage well in imaginative play. They pretend to be wicked witches and make magic potions. The childminder skilfully uses props and puppets to involve children in storytelling. She encourages them to use repetition and she uses intonation and rhythm to demonstrate language effectively. The childminder introduces children to new words and models language to enhance their understanding of what they are experiencing. She effectively supports children to make connections between their learning experiences. For example, they think about the items they collected during their nature walk and how this links to their story.

Personal development, behaviour and welfare are good

The childminder has positive relationships with parents. They comment that children settle well, are happy and that the childminder helps children to make the transition into school well. The childminder works closely with parents to support children's care needs and routines. They discuss eating habits and toilet training. Children enjoy healthy meals and have opportunities to try new foods. The childminder provides children with activities to develop their physical skills. She gives praise and encouragement to help them gain confidence and try new challenges, such as jumping across stepping stones.

Outcomes for children are good

Children attain a wide range of skills that helps their move on to school. They begin to recognise familiar letters and numbers. They start to use simple technology, operating equipment using buttons and levers. Children learn about cause and effect. For example, they explore what happens when they pour water over a water wheel. Children confidently use mathematical language. They talk about shapes and make comparisons in size. They estimate and begin to count to higher numbers.

Setting details

Unique reference number	EY460630
Local authority	Sheffield
Inspection number	1066784
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	27 November 2013
Telephone number	

The childminder registered in 2013 and lives in Chapeltown, South Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a formal qualification at level 3.

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