

# Childminder Report

**Inspection date**

7 December 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 places a good focus on her professional development. She is aware of the benefits of sharing information with other colleagues to raise outcomes for children.
- The childminder finds creative ways for children to develop skills they will need for early writing. For example, boys use their fingers to draw lines in mud.
- Children approach the childminder for cuddles and show how they have formed close emotional attachments with her. Their behaviour is good.
- Children benefit from plenty of fresh air and exercise. They visit local parks, woods, streams and duck ponds. Children also visit nearby botanical gardens where they learn about plants from around the world and observe local wildlife.
- The childminder is a positive role model. She helps children to praise each other and give comfort when their friends are upset. Children are learning how to manage their feelings and behaviour with good encouragement and support.

**It is not yet outstanding because:**

- The childminder does not consistently use information from observations to plan precisely for children's individual learning styles, so that they are always highly challenged to make rapid progress.
- Although the childminder has good working relationships with parents, she does not consistently exchange detailed information to support children's learning at home.

## What the setting needs to do to improve further

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

- use information from observation more consistently and reflect on the different ways that children learn to plan more precisely, so that children are highly challenged to make rapid progress in all aspects of their learning
- strengthen partnerships with parents further to promote continuity of learning even more effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 is well qualified and continues to develop and improve her knowledge. She shares ideas for good practice through a network of professionals. For example, the childminder has taken support from a speech therapist on how to pronounce words clearly and slow down when she speaks. This has a positive impact on children's early language development. The childminder uses self-reflection to help her continually improve her practice. For example, she plans to attend a course about the best sleeping position for babies and young children to protect their health and welfare. The arrangements for safeguarding are effective. The childminder completes relevant child protection training. She has a good knowledge of the possible signs and symptoms of abuse. The childminder has an effective range of policies and procedures. She shares these with parents so that they understand her responsibility to protect children who may be at risk from harmful situations. The childminder monitors children's progress well.

### Quality of teaching, learning and assessment is good

The childminder interacts positively with children. She supports their imaginary play well. Children put on their eye patch as they take on the role of a pirate. The childminder initiates imaginative play and asks children if they are going to search for an octopus in the sea. Children laugh aloud and respond by saying, 'Aye, aye captain.' The childminder uses activities well to enhance children's small-muscle skills and mathematical development. For example, she explains and shows toddlers how to use the pinching action between thumb and finger to open pegs. The childminder counts the spots on the pegs and uses number words in meaningful context.

### Personal development, behaviour and welfare are good

The childminder supports children's personal, social and emotional development well. She gives children opportunities to develop their self-confidence, to make choices and decisions about the activities they want to take part in. For example, children use a vote by a show of hands to decide on seasonal recipe ideas. This shows how the childminder values children's thoughts and their independent ideas. The childminder provides a freshly prepared, healthy balanced diet. Children also have access to their water bottles throughout the day so that they can decide when they want to drink. They manage their own hygiene and personal needs well relative to their age. The childminder takes children to the local library. They look at books together to learn about different faiths and cultures. Children learn about similarities and difference between themselves and others.

### Outcomes for children are good

Children make good individual progress from their starting points. They develop valuable skills for their eventual move on to school. For example, toddlers show good hand-to-eye coordination as they throw a balloon into the air and catch it. They pull apart pieces of a pretend cake and stick them back together. Children imitate everyday actions from their own family. For example, toddlers put 'broccoli' into a pan and pretend to make food. They use tools for a purpose, such as a knife to cut their pretend food.

## Setting details

<b>Unique reference number</b>	EY469796
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1075120
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014 and lives in Hunters Bar, Sheffield. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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