

Childminder Report

Inspection date

11 December 2017

Previous inspection date

19 October 2012

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 maintains a programme of professional development. This helps her to keep her knowledge up to date and raise outcomes for children.
- The childminder has built secure relationships with other settings that children attend. For example, she shares children's next steps in development with other childminders, helping to support children's continuity of learning.
- The childminder supports children to accept the needs of others. For instance, toddlers return books they have taken from their friends and the childminder gives them praise for their cooperation. Children learn how to manage their feelings and behaviour well.
- Children have a strong sense of belonging. The childminder displays photographs of the activities children take part in and their artwork. Children have access to resources clearly labelled with pictures and words. This supports their independence and self-chosen play.
- The childminder quickly responds to children's emotional needs. Children know the routine as they gather their comfort objects before going off to sleep. They show how they feel safe and secure in the childminder's care.

It is not yet outstanding because:

- The childminder does not always seek enough initial information from parents about their child's current achievements, to help her precisely identify their starting points.
- The childminder does not always fully consider the different ages and abilities of children when planning some creative adult-led activities.

What the setting needs to do to improve further

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

- gather more detailed information from parents when children first start, so that they can contribute fully to their child's initial learning assessment
- sharpen the planning of creative activities so that all children achieve as much as possible in their learning.

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 arrangements for safeguarding are effective. The childminder completes relevant child protection training. She is aware of possible signs of abuse, such as unexplained bruising and the deterioration in a child's general well-being. The childminder knows the local safeguarding procedures to follow in the event of a concern about a child in her care. She involves parents and children in reviewing her practice to make sure that they are happy. Parents describe the childminder as honest and trustworthy and comment that their children have blossomed in her care. The childminder has attended a range of training since her last inspection. For example, she has increased her knowledge of how to identify gaps and explore opportunities to expand children's early communication and literacy skills. The childminder monitors children's progress well. The childminder has a registered assistant, who would currently assist in emergencies if required.

Quality of teaching, learning and assessment is good

Children have good opportunities to develop confidence in speaking and listening and their enjoyment of reading. The childminder provides cushions so all children can sit together to enjoy a story. She points to words as she introduces the title of the book and the name of the author. The childminder encourages children's response to stories as she reads. Older children lift up the flaps and say what they see in the pictures. The childminder emphasises and repeats the initial sounds at the beginning of words. This encourages children to copy what she says. When the story finishes, babies look at books independently. They say, 'Meow' when the childminder asks what noise the cat makes. Babies show how they can respond to questions when asked in a familiar context.

Personal development, behaviour and welfare are good

The childminder supports children's healthy lifestyles. She provides a nutritious diet and talks with children about the importance of exercise to keep themselves fit and well. The childminder has good cleanliness routines in place. For example, children wash their hands before eating food and the childminder follows safe hygiene procedures when changing children's nappies. Children learn how to cross the road safely and to tell the childminder if they find a broken toy. They learn how to protect themselves from possible risks. Children benefit from regular exercise and fresh air. They go to local parks and indoor play areas where they explore climbing equipment and test their physical skills.

Outcomes for children are good

Children develop key skills they will need for their move on to school. Older children use their hands and a range of tools to make marks in play dough. They develop small-muscle skills they will need for later writing. Older children recognise colours and say some counting words randomly as they play. They gain good mathematical skills. Toddlers tip baubles from one jar to another, showing their good hand-to-eye coordination skills. Children gain positive attitudes to others as they learn about the lives of people who are familiar to them. They learn to be social, play together, share resources and take turns.

Setting details

Unique reference number	300100
Local authority	Sheffield
Inspection number	1059487
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	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	19 October 2012
Telephone number	

The childminder registered in 1989 and lives in Stannington, Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

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