

# Childminder Report

**Inspection date**

31 January 2018

Previous inspection date

12 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 well-qualified childminder has a good understanding of how children learn. She plans enjoyable activities to help children learn and develop.
- The childminder monitors children's ongoing progress. She shares this information well with parents and other settings that children attend, to help ensure any gaps in children's learning close effectively.
- Children develop secure emotional attachments with the childminder and her assistant. They develop a strong sense of belonging, which supports their emotional well-being successfully. Through their actions and interactions with the childminder, children show that they are emotionally very secure.
- Children enjoy healthy snacks and meals that include a wide choice of fruit and vegetables. They talk about the food they eat at mealtimes and why it is good for them.
- Children learn social skills and respect for others. They explore their family photograph books and talk about their family with the childminder. Consequently, they develop a positive sense of belonging.

### It is not yet outstanding because:

- At times, the childminder does not fully support her assistant to offer even greater challenge to children, to extend their learning further.
- The childminder does not sharply evaluate the quality of teaching, to help identify targeted professional development programmes for her and her assistant.

## What the setting needs to do to improve further

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

- identify how children's learning can be extended even further to provide additional challenge and help them to achieve the highest levels of progress
- focus opportunities for professional development more precisely on raising the quality of teaching to the highest levels, to continually improve the already good outcomes for children.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the childminder, her assistant and children, and took account of the childminder's self-evaluation and written feedback from parents.
- The inspector checked the safety of the premises and safeguarding information.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled relevant documentation, including evidence of the suitability of all those living and working in the household.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her assistant have a secure knowledge of how to identify the possible signs of abuse and neglect. They know how to keep children safe and minimise risks in the home and on outings. Safeguarding is effective. Overall, the childminder works successfully with her assistant. She keeps her well informed, providing effective guidance to help her meet children's needs well. Partnerships with parents are very good. The childminder keeps parents well informed about children's care routines, well-being and play experiences. She uses the information gained from her observations to plan effectively around children's interests and next steps. Parents are complimentary about the childminder and comment on the excellent service she provides and the progress their children make. The childminder monitors her practice to help her make improvements, but does not focus enough on raising the quality of teaching even further.

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

The childminder places a strong focus on promoting children's communication, language and listening skills. As a result, all children are confident and expressive talkers. Children develop a love of books and delight in listening to their favourite story. They excitedly join in and use their props to help tell the story. The childminder provides further opportunities to extend the story. For example, she offers dressing up costumes of the characters in the story, along with games and puzzles linked to the story, and provides creative resources for children to paint their favourite characters. Children are happily engaged in play for long periods. The childminder models play well and encourages children to work things out for themselves. She asks appropriate questions and encourages children to talk about what they are doing. The childminder uses every opportunity to include discussions about numbers and counting, as children play and follow daily routines.

### Personal development, behaviour and welfare are good

Children develop strong friendships with their peers. They learn to take turns and to respect each other. The childminder and her assistant speak to children respectfully. Children learn about good behaviours and the impact their behaviour has on others. They share, take turns and keep themselves safe. The childminder promotes children's health and physical development effectively. They have good opportunities to spend time outdoors. They visit the local woods and explore the natural environment. For example, they grow vegetables and learn about healthy foods and good self-care.

### Outcomes for children are good

Children explore their surroundings with ease and independence and learn to use equipment and toys safely. Children are inquisitive, self-assured and have a real desire to learn. They are motivated, make choices in their play and share their views freely with others. Their communication and language skills are developing very well. Children acquire skills and confidence in preparation for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY461696
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1066847
<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>	1 - 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 November 2013
<b>Telephone number</b>	

The childminder registered in 2013. She lives in the Loxley area of Sheffield. The childminder operates 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status.

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Piccadilly Gate  
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