

# Childminder Report

**Inspection date**

13 February 2018

Previous inspection date

5 August 2014

<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

- Children form strong attachments to the childminder. The childminder and her assistants respect children's individual care needs and support their well-being successfully. Children settle quickly and demonstrate that they feel happy and secure.
- The childminder has built strong partnerships with parents and shares what she knows about children's development and achievements. She also provides parents with ideas to support children's learning at home.
- The childminder is a good role model. Children play well together and build good relationships. They behave well and learn to share and take turns as they play.
- Effective systems for observation, assessment and planning help the childminder to monitor children's progress well. She identifies children's next steps in their learning and closes any gaps in their development quickly. All children make good progress.
- The childminder evaluates her strengths and areas for development, taking account of parents' views. She reflects on the provision and makes changes to benefit the children.

### It is not yet outstanding because:

- The childminder does not consistently challenge the older or most-able children during activities or their play.
- Although the childminder contacts other providers when children attend other early years settings, she does not consistently gain all the information she needs to fully enhance children's learning.

## What the setting needs to do to improve further

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

- provide more opportunities to challenge the older and most-able children, to help them make the best possible progress
- strengthen links with other early years settings that children attend, to further enhance their learning.

### Inspection activities

- The inspector had a tour of the rooms used for childminding, including outside, and reviewed the resources and toys with the childminder.
- The inspector held discussions with the childminder and her assistant and spoke to children throughout the inspection. She took into account the parents' views through written statements.
- The inspector carried out a joint evaluation of an activity. She discussed the teaching skills of the childminder and her assistant and the impact this has on children's learning.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records. She discussed with the childminder and her assistant how they would safeguard children.
- The inspector checked the evidence of the suitability of the childminder, her assistants and household members. She discussed the childminder's self-evaluation and how she continues with her own and her assistants' professional development.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a secure knowledge of safeguarding children and understand the appropriate procedures to follow if they have concerns about a child's welfare. The childminder has focused closely on updating her knowledge of safeguarding children through training. She supports her assistants in this and has reviewed her processes to help them protect children from harm and extreme views. The childminder provides strong support for her assistants to help develop their skills. For example, she has a thorough induction process and gives effective support through supervision. The childminder and her assistants work well together.

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

The childminder and her assistants have a good understanding of how children learn through play. Overall, they provide a broad range of opportunities based on children's interests and learning needs. For example, children thoroughly enjoy exploring textures, as they play with cereal and toy diggers. The childminder uses this activity well and supports children to fill and empty the trucks with the cereals. She asks questions such as 'how does the cereal feel?', 'how many trucks have you got?' and 'what colour are they?' to help encourage children to think. She supports children's language skills effectively. For example, she talks to the children about what they are doing, models language and introduces new words, such as 'crunchy', to help extend their vocabulary. The childminder interacts purposefully with children during their play.

### Personal development, behaviour and welfare are good

The childminder and her assistants are attentive to what children say and do. They know children well and take time to support them in their play. Children are happy, relaxed and confident and enjoy their time with the childminder. All children are confident and move freely around the playroom. They make independent choices from the range of resources and toys available. The childminder is conscientious about children's individual care needs and takes effective steps to support their good health. She provides opportunities for children to enjoy exercise and eat healthy options, such as fruit for snack. The childminder helps children to understand how to play safely and take risks.

### Outcomes for children are good

Children develop key skills for future learning in readiness for their move on to school. They are sociable, well behaved and eager to learn. Children have an interest in books. They like listening to stories and choose which book to look at next. Children learn personal skills well. They learn to spread and cut up fruit as they prepare their own snack of pancakes. Children are learning well about the natural world and use their senses effectively as they play outside and learn new skills, such as digging.

## Setting details

<b>Unique reference number</b>	EY375712
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1104797
<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 - 12
<b>Total number of places</b>	18
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 August 2014
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Sheffield. She works with two assistants daily. The childminder operates her childminding service all year round from 7am until pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder and one of her assistants hold a relevant qualification at level 3. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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Manchester  
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