

# Childminder Report

**Inspection date**

8 May 2018

Previous inspection date

16 May 2017

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| 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 has established close partnerships with parents. She regularly shares information about their children through daily verbal discussion and diaries, which helps to promote continuity between home and the childminder's care.
- The childminder assesses children's progress regularly. This enables her to identify and close any gaps in their learning quickly, and contributes towards children making good progress.
- Children develop trusting relationships with the childminder, which promotes their confidence and emotional well-being. The childminder regularly praises children to help raise their self-esteem.
- The childminder has made good links with the local school. This contributes towards preparing children for their future move on to formal education.
- The childminder is a good role model. She establishes house rules and sets clear boundaries to help children understand acceptable behaviour.

### It is not yet outstanding because:

- Occasionally, the childminder does not model the correct pronunciation of words to fully support children's communication and language skills.
- The childminder does not fully support children's understanding and awareness of diversity, to develop their knowledge of similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- model words more effectively to ensure that children learn how to pronounce them correctly as they develop their communication and language skills
- increase the range of opportunities for children to learn about the differences and similarities between themselves and others.

### Inspection activities

- The inspector observed play and learning opportunities for children and undertook a joint observation of an activity with the childminder.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation, evidence of qualifications and suitability of household members, children's learning journals and a sample of policies and procedures.
- The inspector viewed areas of the childminder's home used for childminding.
- The inspector took account of the written views of parents.
- The inspector held discussions with the childminder and children throughout the inspection.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has attended safeguarding training and has a good understanding of the signs and symptoms that might indicate a child may be at risk of abuse or neglect. She is aware of the appropriate authorities to contact if she has any concerns about a child's welfare. The childminder identifies areas of her practice that could be improved and takes effective steps to address them. She has regular contact with other childminders in the local area, which enables her to share ideas and discuss best practice. The childminder helps children to become familiar with a school environment, which contributes towards preparing them for the next stage in their learning. For example, she takes younger children with her to pick up older children from school. Parents make positive and complimentary comments about how well their children are cared for by the childminder.

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

The childminder interacts well with children and promotes their literacy skills. For example, she reads them stories and sings nursery rhymes. The childminder uses questions to encourage children's thinking skills. She introduces mathematical language and activities to help children to develop a knowledge of number, colour and size. The childminder engages in playful interaction with children as they play. For example, children engage well in imaginative play opportunities, such as acting at being a doctor. The childminder has an accurate overview of children's development and completes the required progress check for children aged between two and three years.

### Personal development, behaviour and welfare are good

The childminder's home is welcoming and well resourced. She closely observes children from the first day they spend with her. She asks parents to share information about their children's level of development and their interests at home to inform her initial plans for their learning. This helps children to make good progress from the start. Children enjoy healthy snacks and parents are encouraged to provide healthy lunches. The childminder makes good use of her outdoor area to encourage children to increase their physical abilities. She takes children to various playgroups, which helps them to develop their personal and social skills as they mix with other children and adults.

### Outcomes for children are good

Children make good progress in their learning and development. They have a positive attitude to learning and are motivated and confident to express their ideas. Children make decisions and shape their own learning through play. For example, they concentrate well and have great fun using their imagination as they make models with dough. Children develop good skills for their future learning and for moving on to school. They are confident to explore their surroundings and are able to independently access toys and equipment.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY240044  |
| <b>Local authority</b>             | Sheffield   |
| <b>Inspection number</b>           | 1107571   |
| <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 - 11  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 2   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 16 May 2017   |
| <b>Telephone number</b>            |   |

The childminder registered in 2003 and lives in Sheffield. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

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