

Childminder report

Inspection date	4 September 2018
Previous inspection date	2 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder has made improvements to her observation, assessments and planning since her last inspection. She effectively monitors the good progress children make. She uses her observations well to plan for their next steps in learning as she follows their emerging interests.
- The childminder gives children's personal, social and emotional development a high priority. They are very happy in her care. New children settle very quickly and securely when they first arrive in the childminder's care. Children show that they feel confident, comfortable and safe.
- The childminder reviews her provision to improve. She meets regularly with other childminders and they share up-to-date information on early years issues. She also seeks the views of parents and children and takes account of their suggestions.
- The childminder ensures children have plenty of fresh air, physical exercise and opportunity to learn about nature and care for animals. For example, they play outside in the well-resourced garden, visit local farms and help to care for the childminder's tortoise.
- Children enjoy their play and learning. They concentrate well and become engrossed in activities. The childminder encourages children to do things for themselves and to be independent and active.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to support children in counting and making comparisons between quantity and size.
- The childminder has not developed an ambitious programme to continually improve her professional knowledge aimed at achieving exceptional outcomes for children.

What the setting needs to do to improve further

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

- make the most of opportunities to support children in counting and comparing quantity and size
- establish a targeted plan for continual professional development to enhance teaching and learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching and children's learning indoors and outdoors. She evaluated several learning activities with the childminder.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises.
- The inspector looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.
- The inspector had a tour of the parts of the childminder's home she uses for the care of children.
- The inspector spoke to parents and took account of their written views provided on the day of the inspection.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of leadership and management is good

The childminder identifies and successfully minimises potential risks in her home and garden. She keeps her safeguarding knowledge up to date and is clear of the signs of abuse and neglect. She is aware of the duty to prevent children from being drawn into situations that may put them at risk from harm. She knows the local referral procedures to follow if she were to have a concern about a child. The arrangements for safeguarding are effective. Partnerships with other settings and schools are good, ensuring they work successfully together to meet children's care and learning needs.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children's progress, and planning for their future learning is based on her good knowledge of what they already know and can do. She challenges children effectively while she supports their play. The childminder provides good support for children at different stages of development in their communication and language skills. For example, very young children babble happily while they play and the childminder offers good support as they begin to develop their speaking skills. Children enjoy singing their favourite songs and rhymes. The childminder supports children's interest in books. Children are beginning to select their favourites for the childminder to read. The childminder utilises children's interest in books to extend and develop children's emerging imaginations and interests.

Personal development, behaviour and welfare are good

Children play in a welcoming environment. They know where to find their favourite toys and tidy them away after use. The childminder sets consistent boundaries and children behave well. They are polite and use their manners well. They learn to share toys and take turns. Care practices and routines are embedded. For example, children know how to wash their hands thoroughly after toileting and enjoy singing the handwashing song with the childminder. Children have a wide range of opportunities to develop their understanding of communities beyond their own and reflect on their similarities and differences. For example, they enjoy trips to local toddler groups, museums and the local library. Children excitedly recall trips they have enjoyed at the seaside and local farms. The childminder promotes children's good health well. She ensures that children are physically active and provides healthy snacks.

Outcomes for children are good

Children develop good skills that prepare them for the move on to their next stage of learning, such as school. They choose and select resources for themselves and learn to manage their self-care needs independently. Children develop an understanding of how to keep themselves safe. For example, they learn to walk up and down steps safely and learn about effective road safety. Young children are beginning to engage in role play as they play with their pirate ship and pirate dolls. They use their good small-muscle skills as they search for pirate treasure with tweezers.

Setting details

Unique reference number	EY380781
Local authority	Sheffield
Inspection number	10065785
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 July 2015

The childminder registered in 2008 and lives in Sheffield. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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