

Childminder report

Inspection date	11 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 a strong commitment towards professional development. She accesses regular training to build on her knowledge and skills. She continually evaluates her practice and makes positive changes to enhance her provision further. For example, she has changed the way she communicates with parents to ensure they are fully involved in their children's learning.
- The childminder has an in-depth understanding of how children learn and develop. She completes regular assessments, in partnership with parents, to find out what children already know and can do. She uses the information to address any emerging gaps in their progress quickly and to help them build on their strengths.
- The childminder supports children to develop exceptional communication skills. From an early age, she exposes them to an extensive range of language. She encourages children to use made up words when telling stories, such as 'fiddlededee'. She shows them that words are used in many different ways for example, in recipes.
- The childminder promotes mathematics effortlessly throughout children's play and daily routines. She makes use of every opportunity to promote children's understanding of mathematical concepts, such as numbers, size and shape.
- Children are motivated and keen to learn more. The childminder skilfully reshapes activities to keep their interest. For example, children show delight when they use cake mixture to create handprints.

It is not yet outstanding because:

- The childminder does not fully support children's understanding of diversity and that they have similarities and differences that connect them to and distinguish them from others.

What the setting needs to do to improve further

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

- provide a wider range of opportunities for children to learn about the diverse society they live in and that they have similarities and differences that connect them to and distinguish them from other people.

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

Nicola Dickinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of current child protection issues. She conducts independent research and accesses a broad range of sources, such as local police news on social media to help her keep up to date. The childminder has a comprehensive knowledge of the signs that might indicate a child is at risk from harm or abuse. She implements policies and procedures effectively to help keep children safe. The childminder promotes excellent partnerships with parents. She actively seeks their feedback. They praise her highly, commenting that children come home laughing and smiling after a day in this warm, caring and happy environment.

Quality of teaching, learning and assessment is good

The childminder shares ongoing information with parents about children's learning and progress successfully. She is exceptionally well organised. She plans activities that target children's individual learning needs well. Children thoroughly enjoy their learning experiences. They become immersed in them and show high levels of concentration. The childminder gives children time to investigate and follows their lines of questioning. She encourages them to think about textures, such as how ingredients change as they mash and whisk them. She uses language particularly well to help children understand what they are experiencing, such as 'splat', 'squidgy', 'smooth' and 'sticky'. The childminder promotes mathematics throughout everyday routines. For example, she asks children 'can you take four pieces of apple?' The childminder promotes children's understanding of how to measure time. She shows them how to set a timer so they know when their cakes are cooked.

Personal development, behaviour and welfare are good

Children are confident, self-assured and independent. The childminder promotes their sense of belonging exceptionally well by making sure they are fully included in all activities. She involves children in everyday tasks, which gives them a sense of responsibility. The childminder promotes strong relationships between children. For instance, she asks children to show each other how to do things, such as how to play skittles. The childminder promotes good hygiene routines. She helps children to understand which foods are healthy and which they should eat as treats. The childminder uses praise and encouragement well to promote good behaviour. Children demonstrate a clear understanding of right and wrong. The childminder provides children with daily opportunities to play in the fresh air and develop their physical skills.

Outcomes for children are good

Children are motivated, independent learners who attain a wide range of skills to support their future learning and move on to school. Children are polite and have good social skills. They are confident around visitors and are keen to share their learning experiences. Children show pride in their achievements and enjoy working alongside the childminder to complete tasks.

Setting details

Unique reference number	EY537589
Local authority	Sheffield
Inspection number	10077234
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Sunday, except for bank holidays and family holidays.

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