

Childminder report

Inspection date	8 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 is a reflective practitioner. She makes changes to her provision that raise outcomes for children. For example, children now have access to a range of surfaces outdoors that help to enhance their opportunity to play out in all weathers.
- The childminder listens as children speak and repeats what they say in the correct way. She enriches spoken words with signs and actions for children to copy. The childminder supports children's communication and language skills well.
- The childminder has effective settling-in arrangements. Babies who are new to the setting wake happy from their sleep and engage in play with the other children. They show how they have quickly established secure emotional attachments with the childminder and feel safe in her care.
- Children walk to the local woods to collect things of interest and use magnifying glasses to observe items closely. They have good opportunities to learn about seasons and the natural world.
- Children help to plant, water and grow vegetables in the childminder's garden. They learn where food comes from and how to make healthy food choices.
- Children visit local playgroups where they have opportunities to make friends and build relationships with others. This helps them to prepare for the wider social network of school.

It is not yet outstanding because:

- At times, activities planned for outdoor play do not link precisely to children's individual learning needs and styles so that they are highly challenged to make rapid progress.
- Sometimes, the childminder does not consider the different ages and abilities of children taking part in creative play, to help them fully participate and achieve to the highest level.

What the setting needs to do to improve further

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

- plan outdoor activities and experiences even more meticulously so that children are highly challenged to make rapid progress
- sharpen the planning of creative activities so that all children achieve as much as possible in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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

Jane Tucker

Inspection findings

Effectiveness of leadership and management is good

The childminder is qualified and she continues to develop and improve her knowledge. She attends courses, such as how to support children's personal and social development. Children learn how to manage their feelings and behaviour with positive encouragement and support from the childminder. The childminder monitors her assistant's practice to ensure she is clear about her role. The arrangements for safeguarding are effective. The childminder completes relevant child protection training. She has a good knowledge of the possible signs and symptoms of abuse. The childminder understands her responsibility with regard to protecting children who may be at risk from harmful situations. She knows the local referral procedures to follow should she have a concern about a child in her care.

Quality of teaching, learning and assessment is good

The childminder gathers good information from parents about their children's current development. She shares ideas for learning at home and monitors children's achievements effectively. Children make good progress from their starting points. The childminder encourages babies' drive to stand and walk. Toddlers and older children use tools with increasing control, such as the glue spreader. They pick up feathers between finger and thumb and stick them onto paper. Children have opportunities to exercise their small and large muscles and master the skills needed to move to the next developmental stage. The childminder makes good use of opportunities to support children's mathematical understanding. Children sing counting songs and the childminder encourages them to hold up their fingers to show numbers from one to five.

Personal development, behaviour and welfare are good

Children learn how to take appropriate risks. They ride wheeled toys down a small slope in the childminder's garden and use their feet to stop. Children have daily opportunities to be physically active and get plenty of fresh air. The childminder promotes children's good health and hygiene practices from a young age. She provides nutritious meals and snacks that include fresh fruit and vegetables. Babies sit in appropriate seating and independently bring food to their mouth. Toddlers put on their shoes for outdoor play and have a go at pulling up zips. The childminder praises children's efforts and encourages them to do things for themselves. She helps children to learn about different lifestyles and cultures. One of the ways she does this is by celebrating festivals, such as Diwali. Children develop positive attitudes towards others.

Outcomes for children are good

Babies sit on the floor and have space to crawl around safely. They pull themselves to standing and take steps while using push-along toys. Babies and toddlers show an interest in toys with buttons and know how to operate them. They demonstrate how they can listen and follow instructions to point to their own nose and eyes as part of a naming game. Older children recognise colours correctly in their play. They show how they can recite numbers confidently in order to five. Children develop key skills that help to prepare them for the next stage in their learning.

Setting details

Unique reference number	EY537487
Local authority	Sheffield
Inspection number	10077290
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in the Parsons Cross area of Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder sometimes works with an assistant.

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