

# Childminder report

<b>Inspection date</b>	1 November 2018
Previous inspection date	23 July 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 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 provides a warm, safe and stimulating environment. Children make a positive start to their education and become confident and keen to learn.
- The childminder accurately assesses children's achievements. She takes good account of their interests to plan engaging activities, which help them reach the next stage in their learning.
- Parents welcome the detailed information they receive about their children's progress. They appreciate the opportunities to further support their children's learning at home.
- The childminder strongly supports the development of children's social skills and cultural awareness. For example, she takes children on many trips to farms, museums, parks and other places of interest.
- Children are well behaved. The childminder helps children to be polite and patient and to consider the needs of others.
- The childminder carefully consider the quality of the service that she provides. She takes good advantage of training opportunities and the chance to share her thoughts with other education professionals.

### It is not yet outstanding because:

- Occasionally, the childminder does not fully challenge all children during their activities.

## What the setting needs to do to improve further

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

- build on the effectiveness of teaching to ensure all children are fully challenged during their activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

The childminder seeks the views of parents to support improvement to her provision. She makes good use of meetings with other childminders and guidance from the local authority and other professional bodies, to review her practice and plan future developments. The childminder works with other settings children attend to support continuity in their learning and development. Safeguarding procedures are effective. The childminder ensures that her knowledge of child protection is thorough and up to date. For example, she takes good advantage of regular training and regularly audits her safeguarding policies, including procedures to guard against children developing extremist views. The childminder is vigilant and makes sure children play in a secure, safe and clean environment.

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

The childminder makes effective use of information from parents on children's knowledge, skills and interests to accurately assess their starting points. She has a good understanding of how children develop and plans a rich range of activities to support their future learning. Children learn about colour and shape, for example, when they make collage pictures and models of fireworks and bonfires. The childminder helps children to develop their independent learning skills. For example, they regularly choose what they would like to play with, create their own games and tidy up after themselves. The childminder promotes children's communication skills well. For example, she models new words and phrases and encourages children to use them in their own sentences.

### Personal development, behaviour and welfare are good

The childminder helps children develop their ability to make decisions for themselves and persist in their learning. For example, she encourages children to concentrate on improving the accuracy of their cutting and gluing skills. Children become increasingly confident and self-assured in response, for example, to the praise and support the childminder gives. Children develop an appreciation of healthy lifestyles through, for instance, frequent walks to parks and other local places of interest. They learn to eat healthy and well-balanced meals and snacks. The childminder encourages children to consider their own safety and to take care of each other.

### Outcomes for children are good

Children make good progress overall from their individual starting points. They are well-prepared for their future learning experiences, including starting school. For example, they learn to listen well to others and follow instructions. They develop their mathematical skills through, for example, many opportunities to count objects to 20 and beyond during creative and other activities. They learn to think for themselves and to tackle problems, such as how to order and arrange the cars in the toy garage.

## Setting details

<b>Unique reference number</b>	300557
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10069719
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	23 July 2014

The childminder registered in 1998. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

