

Childminder report

Inspection date	29 January 2019
Previous inspection date	7 July 2014

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

This provision is good

- The childminder quickly identifies any gaps in children's learning and works very well with other professionals to put appropriate interventions in place. All children, including those with special educational needs and/or disabilities, make good individual progress.
- Parents write how their children's happiness, learning and safety is at the forefront of everything the childminder and her assistants do. Their comments show how they are very happy with the care and learning afforded to their children.
- Young children are confident to explore challenges and learn to take measured risks. They independently climbed the steps of a slide, all under close adult supervision. Young children raised their arm and said, 'Made it' when they got to the top, showing pride in their own achievements.
- Children visit local woods, walk to and from school and test their physical skills on play equipment at the park. The childminder provides good opportunities for children to enjoy daily exercise and lead a healthy lifestyle.
- The childminder takes children to local groups where they can interact with other adults and children. She supports their personal and emotional development well and prepares them for the wider social network of school.
- The childminder and her assistants are very calm and caring. They know children well and respond to their individual needs in a warm and nurturing way. The childminder and her assistants recognise when children are ready for rest and sleep. They support their emotional well-being very effectively.
- Children visit the local library and take trips on trains to seaside resorts. They learn about the world, different occupations and people who help them.
- Performance management arrangements for all those working with children do not focus precisely on raising the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- plan an astute programme of professional development aimed at raising the overall quality of teaching to an even higher level.

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 several discussions with the childminder and her assistants. 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 meets with other childminders to share professional knowledge and practice ideas. She uses self-reflection and values the views of parents and children to make continual improvements to her provision. The childminder has effective procedures for sharing information that benefits children's learning. The arrangements for safeguarding are effective. The childminder and her assistants know what to do should they have a concern about the welfare of a child in their care. They have a good knowledge of the possible signs and symptoms of abuse and wider issues surrounding child protection.

Quality of teaching, learning and assessment is good

The childminder uses good intonation when reading stories and she asks children to copy her words. She extends children's communication and literacy skills well through her positive interactions. Children of all ages have opportunities to exercise their small and large muscles. For example, during the inspection, they picked up cotton bobbins and attempted, sometimes successfully, to thread a lace through the holes. Children used their fingers to break up breakfast cereal and spoons to mix the pieces together with melted chocolate. They scooped their mixture into bun cases, demonstrating good concentration and hand-to-eye coordination skills. The childminder gathers valuable information from parents about their child's current development. She uses this knowledge to provide a range of appropriate activities for children that support their interests and what they need to learn next. The childminder shares ideas for learning at home and monitors children's achievements effectively. Children enjoy their play and learning and make good individual progress from their starting points.

Personal development, behaviour and welfare are good

The childminder and her assistants promote children's health and independence well. Children follow good hygiene practices from a young age. They wash their hands before they sit in appropriate seating to eat their healthy meals. Children find their name card on arrival and take off their coat and shoes. They mirror activities they will follow in school. Children learn how to manage their feelings and behaviour with positive encouragement and support from the childminder and her assistants. They play cooperatively together and behave well. Children learn about cultural festivals and celebrations, such as Chinese New Year and Eid. They develop an awareness of similarities and differences between themselves and others.

Outcomes for children are good

Children open, turn, pull and push real objects, such as taps and door handles as they play outdoors. They think and test their own ideas as they explore technology and discover how things work in different ways. Older children hold chalk effectively to copy letters from their name. They concentrate well and persevere with tasks. Young and older children show how they can confidently kick a ball and negotiate space when riding wheeled toys. They listen attentively to stories and show how they can follow instructions to stand momentarily on one foot. Children develop the key skills they will need for their move on to school.

Setting details

Unique reference number	300269
Local authority	Sheffield
Inspection number	10069718
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	10
Number of children on roll	16
Date of previous inspection	7 July 2014

The childminder registered in 1995 and lives in Sheffield. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with two assistants. She provides funded early education for two- and three-year-old children.

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