

# Childminder report

<b>Inspection date</b>	4 March 2019
Previous inspection date	3 September 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 has worked hard to address the previous weaknesses that were identified at the last inspection. She has enlisted the support of other agencies and completed training which has helped her to address previous actions and recommendations.
- The childminder uses an effective system to observe and assess children's learning and development. She uses this information to identify what individual children need to learn next. Children make good progress and receive the individual support they need.
- The childminder focuses on providing a welcoming environment and fosters children's interests well. Children have choice in their play and help to make decisions about their meals and daily activities. They are very happy and settled.
- Children benefit from the very well-planned and organised play equipment. They access toys independently and use these to engage in imaginative role play.
- Children develop incredibly strong relationships with the childminder and their friends. They listen carefully to the childminder and wait patiently to take their turns during their play. Children celebrate and applaud their friends' achievements. Children's behaviour is exemplary.
- The childminder implements effective systems to engage parents in open and two-way communication. She records children's achievements in daily diaries and monitors the feedback that she receives. The childminder has regular discussions with parents and suggests ways for them to support their children's learning at home.
- The childminder has not yet explored ways to monitor and track the progress different groups of children make.
- The childminder does not consistently make the most of opportunities to develop children's hand dexterity and independence during daily routines.

## What the setting needs to do to improve further

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

- enhance the monitoring systems even further to review and track the progress different groups of children make
- increase opportunities for children to consistently develop their physical skills and independence during daily routines.

### Inspection activities

- The inspector had a tour of the premises with the childminder.
- The inspector observed children taking part in activities and assessed the impact this has on children's learning.
- The inspector had discussions with the childminder and children at convenient times during the inspection.
- The inspector carried out a joint observation with the childminder. They discussed the quality of teaching and assessed the impact this has on children's learning and development. The inspector reviewed the childminder's self-evaluation and professional development plans.
- The inspector reviewed policies, procedures and suitability checks for all adults living in the household. She reviewed risk assessments and other records regarding health and safety.
- The inspector took account of parents' views and read a sample of feedback questionnaires and testimonials.

### Inspector

Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has strengthened her knowledge and understanding of the safeguarding and welfare requirements. She has refreshed her safeguarding training which helps her to keep up to date with current child protection issues which may have an impact on a child. The childminder ensures that all adults living or working on the premises are vetted and have the necessary suitability checks completed by Ofsted. This helps to promote children's safety. The childminder implements effective systems to monitor children's attendance. She organises the setting well and maintains her ratio requirements. The childminder evaluates the quality of her setting using feedback from other professionals, parents and children. This helps her to focus more precisely on what she needs to do next to improve and develop the overall quality and standards.

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

The childminder focuses on developing children's mathematical skills and vocabulary well during their play. The childminder is skilled at supporting children's learning and uses her excellent questioning skills to extend their thinking. For example, she encourages children to measure speed and distance as they work out which aeroplanes travel the furthest and fastest distance. Children think critically and work out how different surfaces slow down and speed up their aeroplanes. The childminder encourages children to learn positional language during their play. For example, they talk about which aeroplane is 'in front' and 'behind'. Children recognise number symbols on their aeroplanes. They group and categorise different vehicles and count confidently to 15. Children know the total number value changes when they add one more vehicle to a group.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy playing outdoors and learn the benefits of leading a healthy lifestyle. For example, children plant vegetables and observe them as they change and grow. They read books with the childminder and learn how different foods help to keep their bodies healthy. They talk about how the different organs work to break down healthy foods and excrete waste. Children label different body parts using pictures inside the book. They recognise similarities and differences, and discuss why some people use walking aids and wheelchairs. Children develop a strong understanding of their immediate and extended communities. The childminder takes children to local playgroups where they meet new people and make new friends. Children eagerly talk about the activities that they complete at playgroup and sing the songs they learn. Children are very sociable and self-assured.

### Outcomes for children are good

Children are keen, motivated and active learners. They are willing to have a go and try things for themselves. Older children develop good literacy skills as they begin to recognise and write different letters in their name. Children are making consistently good rates of progress from their starting points in learning. They develop the key skills that they need for the next stages of learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	300124
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10078258
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	3 September 2018

The childminder registered in 1997 and lives in Sheffield. She operates all year round, from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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