

Childminder report

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| Inspection date | 6 June 2019 |
| 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

This provision is good

- The childminder is welcoming, positive and passionate about her provision. She knows the children in her care very well and talks enthusiastically about their likes, dislikes and what they can do.
- Children have formed close relationships with the childminder. It is clear to see that they feel safe, secure and happy in her care.
- Partnerships with parents are strong. The childminder keeps parents well informed about what their children are doing throughout the day. She updates parents about children's achievements and their next stages in learning and development.
- Children are well behaved. The childminder supports children to manage their feelings and behaviour well. Children talk about their emotions and how they are feeling.
- The childminder has not yet established partnerships with other settings that children attend, to provide a more consistent approach to children's learning.
- The childminder does not always make the most of opportunities to extend children's mathematical knowledge further, for example by developing their understanding of concepts such as counting, estimating and comparing.

What the setting needs to do to improve further

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

- develop partnerships with other early years settings to fully support a consistent approach to children's ongoing development
- provide children with the best opportunities to build on and use mathematics to extend their learning even further.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact that this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through discussions and written feedback provided.
- The inspector spoke to children at appropriate times during the inspection.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding procedures and knows how to recognise signs that a child's welfare may be at risk, including from extreme views and behaviours. She carries out detailed risk assessments and removes potential hazards to help to keep children safe. The childminder reflects on and evaluates her practice. She asks parents for their feedback about the service that she provides. The childminder has clear and precise plans in place to make improvements. For example, she is currently developing her outdoor area to provide children with greater opportunities to learn outside. The childminder keeps her knowledge up to date. She attends regular training, which has a positive impact on the setting and outcomes for children.

Quality of teaching, learning and assessment is good

The childminder carries out detailed observations and assessments of children's learning and development. She uses this information to plan for children's next steps in learning. The childminder helps children to learn effectively through her good-quality interactions with them. She captivates children's attention and love of books as they share stories together. Children enjoy looking at the illustrations in the book about a bear hunt and remember key phrases such as 'swishy, swashy grass'. Children act out the story together. This helps them to develop their physical skills as well as their early literacy and communication and language skills.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and homely environment for the children that she cares for. Children explore and move around the childminder's home freely. They have access to a wide range of well-organised resources which they access independently. Children are motivated and engaged in their play and learning. They have plenty of opportunities to be active and enjoy various outings with the childminder. For instance, they visit the library, playgroups and the local park as they find out about the wider world and local community. Children learn about the importance of leading a healthy lifestyle. They enjoy a range of healthy snacks and meals. Mealtimes are a social occasion where children happily chat to the childminder and each other. Children demonstrate good manners and say 'please' and 'thank you'.

Outcomes for children are good

Children are making progress in their learning and development. They are developing the skills that they need for future learning and their eventual move on to school. Children develop confidence, make friends and demonstrate good communication skills. For example, they enjoy playing together with a large doll's house. They act out different scenarios as they develop their imagination skills and learn about different families.

Setting details

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| Unique reference number | EY543985 |
| Local authority | Sheffield |
| Inspection number | 10098161 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | Not applicable |

The childminder registered in 2017. She operates all year round from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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.

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