

Childminder report

Inspection date	17 July 2019
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 provides a warm and welcoming environment. Children have access to a range of stimulating experiences which extend their learning across all areas of development overall.
- Children feel safe and secure and have good relationships with the childminder and co-childminder. As a result, they show confidence and high levels of well-being.
- The childminder forms good relationships with parents from the start. She provides them with daily feedback and involves them well in their children's learning and development.
- Children's transitions into nursery and school are seamless. This is due to the time and care the childminder devotes to ensuring children feel confident and are ready for the next stages in their learning.
- The childminder regularly assesses children's development and identifies any gaps in learning. She puts plans in place quickly to support children and close any gaps.
- Children learn about what makes them similar to, and different from, others. For example, children explore their identity as they do a range of inspiring activities to promote children's sense of self, individuality and belonging.
- The childminder does not consistently encourage children to fully explore the understanding of counting and numbers.

What the setting needs to do to improve further

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

- provide more consistent opportunities for children to build on their understanding of recognising numbers and counting.

Inspection activities

- The inspector spent time indoors and outdoors, observing the quality of teaching and assessing the impact this has on children's learning.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed a sample of documents, such as children's learning journeys, policies and procedures and evidence of the suitability of all adults living and working on the premises.
- The inspector and the childminder evaluated an activity together, and discussed self-evaluation and the impact this has on children's outcomes.
- The inspector spoke to a parent and considered their opinions about the setting.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows her role and responsibility with regard to keeping children safe. She is aware of the signs that might indicate a child is at risk of harm and who to contact with any concerns. The childminder keeps children safe in the setting and has robust policies and procedures in place. These are updated regularly and shared with parents. The childminder works closely with the co-childminder to effectively evaluate their current practice. For example, they discuss the day's events and reflect on children's learning and development. They use their findings to improve their future activity plans. The childminder is experienced and keeps her knowledge up to date. For example, she completes regular training and attends network meetings. She uses the information she gains to enhance the setting further.

Quality of teaching, learning and assessment is good

The childminder completes regular observations of children as they play. She assesses what children can do and plans a wide range of stimulating experiences to support children's learning and development. The childminder is very positive in her interactions with children. She provides support and encouragement as children test out their own thoughts and ideas. For example, children enjoy exploring the different properties of wet and dry sand as they mix them together outside. The childminder expertly questions children as they find out about texture, size and weight. The childminder engages children well and captivates their interest as she reads stories. She uses puppets and props to promote children's understanding and sequencing skills further. She divides her attention well between the different age groups of children and includes them all in her storytelling.

Personal development, behaviour and welfare are good

Children have access to a welcoming and stimulating environment indoors and outdoors. They can choose where to play and enjoy selecting resources from the wide range available. They develop independence and demonstrate preferences about their own play. Children are confident and show good relationships with the childminder. They eagerly seek her out during play, for instance. Children learn about tolerance and respect from the good example the childminder sets. They are well behaved and polite. Children understand the importance of being healthy and follow good hygiene practices. They enjoy their time outside and have plenty of opportunities to be active. For example, children delight in making an obstacle course outside with the childminder. They develop their physical skills as they climb over, under and through the obstacles.

Outcomes for children are good

Children develop the skills they need for future learning and are well prepared for the move on to nursery or school. They are supported well in their development, especially in their physical, social, emotional, communication and language development. Children are eager to learn and relish new challenges. They are confident individuals who make choices about their own play. They demonstrate good social skills and have the foundations to form good relationships.

Setting details

Unique reference number	EY387811
Local authority	Sheffield
Inspection number	10071206
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	32
Date of previous inspection	22 June 2015

The childminder registered in 2009. She works alongside a co-childminder. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

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Piccadilly Gate
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M1 2WD

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