

# Childminder report

<b>Inspection date</b>	25 July 2019
Previous inspection date	6 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 evaluates the quality of her teaching and the care that she provides for children effectively. Since her last inspection, she has widened the outdoor experiences she provides for children. Children demonstrate that they are eager to be outdoors and enjoy being involved in physical activities.
- The childminder helps children to extend and refine their vocabulary. For example, she encourages children to repeat words and practise their pronunciation. When the childminder repeats what children say, she introduces additional words to help them build longer sentences. This helps to promote children's communication and language skills.
- Children are settled and happy. They interact well with each other and have a good relationship with the childminder and her family. Children show that they feel safe and well cared for.
- The childminder has good partnerships with parents. She obtains information about what children can do before they start. The childminder quickly builds on these early relationships and establishes a regular exchange of information about children's development. This helps her to have a good understanding of children's current levels of development and what they need to learn next.
- The childminder provides children with a wide range of activities and play opportunities. When planning future activities, the childminder encourages children to contribute their own ideas. This helps to keep children interested and motivated. Children make good progress.
- The childminder's plans for professional development are not rigorous enough to raise her quality of teaching and children's learning to exceptional levels.
- The childminder's strategies for engaging other settings in a two-way sharing of information are not consistently successful to help complement children's learning.

## What the setting needs to do to improve further

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

- focus professional development more sharply on raising the quality of teaching to support children's learning even more effectively
- continue to build on existing partnerships with other settings children attend and bring about a more joined-up approach to children's learning.

### Inspection activities

- The inspector observed the quality of practice and assessed the impact this has on children's care and learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector looked at children's records and a range of other documentation, including training certificates and evidence of suitability checks.

#### Inspector

June Rice

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands the steps she must take to help protect children from possible abuse and neglect. She recognises the possible signs and symptoms of the different types of abuse. The childminder is also familiar with wider issues, such as radicalisation and extremism. The home is kept secure so that no one can leave or enter without her knowledge. This helps her to keep children safe. The childminder provides parents with information about how she works, how she assesses their children's progress and what they can do to support their children's learning at home.

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

The childminder encourages children to learn about sea creatures, insects and animals. Children enjoy making animal masks and pictures of under the sea. They confidently use glue sticks and use their fingertips to pick up small pieces of paper to stick. Younger children eagerly choose a book about a spider. They sit next to the childminder and sing the words to a popular song and copy the actions. The childminder asks children for their permission to write their name on the back of their pictures. She then encourages children to develop their early writing skills and copy their names. Children show good concentration and hold their pencils very carefully as they make their own marks. Children are very proud of their mark making and hold up their work to show it off.

### Personal development, behaviour and welfare are good

The childminder manages the different age ranges of children well. She encourages children to join each other in play. This helps younger children to develop their social skills, such as sharing and waiting their turn. Children enjoy snacks of fresh fruit and help themselves to water when they are thirsty. The childminder promotes children's good health and well-being effectively. She teaches children to follow good hygiene practices, including brushing their teeth after lunch. Children are sensitively supported as they learn to be independent in their self-care in readiness for school. Children are well behaved, and the younger children are learning the difference between right and wrong. For example, the childminder explains to them that they cannot keep knocking down the towers other children make because it upsets them.

### Outcomes for children are good

Children name colours, count aloud and look for letters they recognise from their name as they stack alphabet blocks to make a tower. Children show an interest in using electronic equipment, such as a tablet. They confidently press down on different keys and are intrigued as they look at the screen and see the characters appear. Children leave with good communication skills. They are physically independent and confident learners. All children leave the childminder with the skills that they need for school and their future learning.

## Setting details

<b>Unique reference number</b>	EY421980
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10071900
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	6 August 2015

The childminder registered in 2006 and lives in Sheffield. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care.

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