

Childminder report

Inspection date	8 August 2019
Previous inspection date	20 July 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 is affectionate and incredibly nurturing as she interacts with children. She follows children's lead as they play and adapts activities to extend their interests. For example, as children play with trains, the childminder introduces a range of stories to extend children's knowledge about transport.
- The childminder has established good partnerships with other professionals, including the local pre-school. She works closely with them to share good practice and ideas about activities.
- Children make progress in their learning and development. The childminder supports children with special educational needs and/or disabilities well. She works alongside a range of professionals to support children's individual needs. This helps to provide children with consistency in their care and learning.
- Children are well behaved. The childminder is a good role model and promotes tolerance and respect. She plans a range of different outings for children which help them to learn about the local environment and world around them. For instance, they enjoy music groups and visits to the local shops, parks and the library.
- The childminder does not consistently allow children time to think and respond to her enthusiastic prompts and questioning.
- The childminder does not support children's developing vocabulary to the highest level. For example, she often uses incorrect pronunciations when talking to children.

What the setting needs to do to improve further

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

- provide children with the time they need to process information and offer them more opportunity to respond with their own developing speaking skills
- encourage children to pronounce words correctly as part of helping them to develop their vocabulary.

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 a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to, and interacted with, children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Clare Cotton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibility with regard to keeping children safe. She keeps her knowledge up to date and is aware of wider child protection issues. The childminder attends regular training and network meetings and uses the information she gains to inform her practice. She seeks the views of parents to evaluate the setting and has clear plans in place to improve. The childminder has built close relationships with parents. She shares a good range of information with them to help to support their children's learning at home. Parents are happy with the setting and speak highly about the childminder. They describe the setting as being warm, welcoming and homely. Parents praise the support the childminder gives to individual children and are happy with the progress the children make.

Quality of teaching, learning and assessment is good

The childminder creates a stimulating environment for children to explore. This motivates children to engage in age-appropriate activities that challenge their learning. The childminder observes children as they play and reshapes activities to meet their individual needs. Her assessments of what children can do are precise, and she knows how to help children to make progress in their learning. Interactions between the childminder and children are very positive. She offers lots of praise and encouragement as children learn new skills. For instance, the childminder models what to do as young children investigate threading beads. She encourages them to thread beads onto string independently as they develop their small-muscle control. She nurtures children's perseverance and celebrates their achievements when they are successful.

Personal development, behaviour and welfare are good

The childminder is warm and welcoming. She spends time getting to know children and their families when they join the setting. This helps children to settle quickly and feel safe and secure in the childminder's care. The childminder tends to the children's physical and emotional needs sensitively. For example, she notices children are becoming tired and ready for their naps and adjusts the routine accordingly. The childminder encourages parents to provide nutritious lunches. She offers healthy snacks, such as fruit, to help to promote healthy eating. The childminder provides plenty of opportunities for children to be active. Children develop their physical skills as they explore the childminder's garden. They engage in the various activities on offer, such as throwing and catching balls, hiding in dens and investigating sand.

Outcomes for children are good

Children are motivated and enthusiastic learners and enjoy their time with the childminder. They develop the skills needed for the next stages in their learning and to be ready for school. Children are confident, independent and have good social skills. They have opportunities to develop their early writing skills and enjoy listening to a wide range of stories. Children develop their mathematical skills in all aspects of the setting. For example, children pretend to play shops, explore size as they play with dinosaurs, enjoy sorting cars into different colours and fill and empty containers in the sand.

Setting details

Unique reference number	EY420487
Local authority	Sheffield
Inspection number	10071899
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 July 2015

The childminder registered in 2010 and lives in Sheffield. She operates all year round, from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant qualification at level 3.

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