

# Childminder Report

**Inspection date**

22 September 2015

Previous inspection date

16 February 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| Effectiveness of the 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 well qualified and very experienced. She reflects on the service she provides and takes positive steps to improve the quality of her teaching and overall practice.
- The childminder uses accurate assessments of children's progress to plan for children's next steps in learning. She takes account of their interests and plans activities she knows they will enjoy and learn from. All children, including those in receipt of funding for early education, make good progress in their learning and development.
- Children learn to behave well. They form strong attachments to the childminder and each other. They consider each other's feelings and cooperate well together. The childminder acts as a good role model as she helps children learn to share and take turns.
- The childminder adapts her teaching to meet the individual needs of each child. She builds on children's emotional well-being and prepares them well for changes in their lives, such as starting school.
- Partnerships with parents are good. The childminder ensures that there are effective systems for sharing information. She helps parents to take an active part in supporting their child's learning and development.

**It is not yet outstanding because:**

- The childminder does not always provide enough opportunities for children to learn about technology or develop their understanding of diversity.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about technology
- provide more opportunities for children to develop their awareness of other communities and the similarities and differences between themselves and others.

### Inspection activities

- The inspector had a tour of the premises and looked at resources and toys.
- The inspector observed activities and the quality of the childminder's interaction with the children.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including children's assessment records and evidence of her training and qualifications.

### Inspector

Janet Stacey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has a secure understanding of her role and responsibilities to keep children safe and to protect them from harm. The arrangements for safeguarding are effective. The childminder observes, plans for and assesses children's progress effectively. She clearly identifies their next steps in learning and checks that children's progress is good. Children are prepared well for school. The childminder evaluates her provision carefully and has addressed the recommendations made at her last inspection. All of the required documentation is now in place and up to date. Her practice continues to improve.

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

Children benefit from the sensitive support and interaction they receive from the childminder. The childminder plans her day according to the children's interests and next steps in learning. She encourages children to become active learners. She allows them to choose their own activities and develops their awareness of what they want to achieve. Children are highly motivated as they lead their own learning and complete tasks for themselves. The childminder gives emphasis to children's developing communication skills. They regularly ask for help to overcome problems and become engaged in discussions when they are curious. However, the childminder does not always provide enough opportunities for children to build on their interest in technology or to develop their understanding. Partnerships with parents are good. The childminder shares information about children's progress. She provides ideas for activities they can use to guide their children's learning at home and encourages parents to tell her about what children are achieving at home.

### Personal development, behaviour and welfare are good

Children enjoy their time in the childminder's care and develop a good sense of belonging. Children are happy and have close and secure attachments to the childminder, who is caring and affectionate towards them. Children consistently display good manners and are kind and caring towards each other. They are independent and select their own resources. They know to wash their hands before snack time and confidently use cutlery to eat their food. Children have a wide range of opportunities to learn outdoors. They make regular visits to local parks and the local animal petting area. They enjoy learning to care for animals. Children talk about past and present events in their own lives and in the lives of their family members. However, they have fewer opportunities to learn about other communities and traditions.

### Outcomes for children are good

The childminder has high expectations for all children. She makes sure they make good progress from their initial starting points. Children are well prepared for the next stage in their learning and school.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | 300576           |
| <b>Local authority</b>             | Sheffield        |
| <b>Inspection number</b>           | 871667           |
| <b>Type of provision</b>           | Childminder      |
| <b>Day care type</b>               | Childminder      |
| <b>Age range of children</b>       | 0 - 6            |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 15               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 16 February 2011 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 1999. She lives in the Greystones area of Sheffield. Her provision operates Monday to Friday throughout the year, except for bank holidays and family holidays. The childminder provides funded nursery education for three- and four-year-old children. She has a recognised childcare qualification at level 3.

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