

Childminder report

Inspection date

1 April 2019

Previous inspection date

6 November 2014

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 experienced childminder creates a warm and homely environment for the children in her care. She has a thorough understanding of how they learn and develop. She ensures that children make good progress from their individual starting points.
- Children are well behaved and play safely. The childminder is a very good role model and has high expectations. She uses a range of strategies, such as praise and explanation, to help children be kind and understand the needs of others.
- The childminder motivates children through enjoyable and imaginative activities. Their learning is enhanced by many regular visits to support their interests and enthusiasm. For example, they explore the local parks and forests in searches for woodland bugs and plants. They also visit local museums and farms to pursue their enthusiasm for dinosaurs and animals.
- The childminder regularly reflects on the quality of the teaching and care she provides. She reviews the effectiveness of the activities she plans on children's enjoyment and the progress they make. She adjusts or enhances the resources she provides to more sharply meet children's developing needs.
- The childminder establishes excellent relationships with parents. They comment very positively on the care and support they and their children receive. The childminder provides parents with detailed information on children's achievements and useful guidance on ways they can support their children at home.
- The childminder does not consistently promote children's developing letter recognition and early writing skills.

What the setting needs to do to improve further

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

- increase the opportunities for children to use and apply their developing letter recognition and early writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities 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 discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder makes sure that she accesses up-to-date training to refresh her knowledge and understanding of child protection procedures, including identifying signs that children may be influenced by extremist behaviour. She has clear policies for recording and reporting any concerns, which are available to parents. The childminder has a strong drive to improve. She works closely with other settings children attend to support continuity in their learning and development. She liaises with parents and other professionals to support children with special educational needs and/or disabilities (SEND). She gathers the views of parents through, for example, frequent discussions and feedback on children's daily diary entries. The childminder has rigorous policies to support children's welfare and well-being. For example, she keeps thorough records of fire drills and checks for potential risks in her house and on visits.

Quality of teaching, learning and assessment is good

The childminder supports children to settle quickly into her care through, for instance, positive routines and flexible induction procedures. She accurately assesses their starting points and plans well to support them in the next stage of their learning. She helps children follow their interests and play with toys and resources which capture their imagination. She helps children to make decisions about their learning and to be confident in their choices. For example, resources are organised well so that children find it easy to access them and choose what to play with next. She encourages children to develop their imagination and understanding of the world by, for instance, joining in their construction and role-play activity to extend their knowledge of castles and knights. She helps children to persist and take pride in completing the tasks they have started.

Personal development, behaviour and welfare are good

The childminder helps children to manage their emotional development well and to feel a sense of pride in their achievements. For example, she makes good use of displays of children's work and of events and visits they have participated in to help them reflect on their experiences and successes. The childminder promotes children's social skills well. For example, she talks sociably about their day and what they plan to do later while they enjoy their meals and snacks. She helps children to recognise risks and begin to manage their own safety. For example, she helps them to safely use the stairs in her house and to learn rules of road safety. She encourages children to be healthy and active. For example, through frequent walks or learning ball skills and participating in other activities in her garden.

Outcomes for children are good

The childminder helps children to make good progress in all aspects of their learning and development. She helps children to develop the skills and attitudes they need for their further learning, including making a smooth transition to starting school. Children's counting and mathematical skills are developed well. They name the shapes in their junk modelling, for example. Children enjoy listening to the well-chosen stories the childminder reads to them and filling in the missing words and phrases.

Setting details

Unique reference number	300605
Local authority	Sheffield
Inspection number	10069720
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 November 2014

The childminder registered in 1999 and lives in Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate early years qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

