

Childminder Report

Inspection date

21 May 2015

Previous inspection date

27 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Parents are involved in their children's learning from the start. This means parents are knowledgeable about their children's progress. They are offered high levels of support to promote their children's continuing development at home.
- The childminder provides children with a good balance of child-initiated play and adult-led learning. She has high expectations of children. Activities are tailored to their individual needs and interests. This means children are challenged and motivated to learn; therefore, they make good progress from the outset.
- Children develop a good understanding of the world around them. They explore how the seasons change and learn about life cycles. The children fully understand the changes that happen. They talk excitedly about how caterpillars will eventually change into butterflies.
- The childminder has a good understanding of the safeguarding and welfare requirements. There is a strong focus on child protection and keeping children safe. Secure policies and procedures are followed to ensure children are protected at all times.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to build on children's imaginative play. Consequently, she does not fully support them to share their ideas and develop their stories.
- Partnerships with other settings the children attend are not yet robust enough to ensure there is consistent sharing of information between providers. As a result, continuity in children's learning is not always fully supported.

What the setting needs to do to improve further

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

- help children develop roles and stories by fully utilising opportunities to sensitively join in with children's imaginative play
- build on partnerships with other providers to ensure there is consistent sharing of information between the childminder and the other settings children attend.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents taken from the childminder's parent survey.
- The inspector looked at children's records and discussed planning. She looked at a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Robust partnerships with parents ensure they are involved in reviewing their children's development. Information gathered through assessments of children's progress is used effectively by the childminder to plan interesting activities. These target children's individual learning needs and help them to attain the skills they need for their future learning in school. For example, the childminder shares stories with children. She skilfully questions them, using favourite books and props to help them vocalise their thoughts. As a result, children make good progress in their communication and language skills. Children enjoy making up stories and acting out previous learning experiences. However, the childminder does not always seize the opportunity to build on this imaginative play. For example, she does not help them to develop their story about a trip to the shops. As a result, some opportunities to extend their ideas and creativity are overlooked.

The contribution of the early years provision to the well-being of children is good

Children enjoy time in the fresh air every day. The childminder completes appropriate risk assessments for the premises and outings, to minimise hazards to children. The childminder teaches children how to keep themselves safe, while promoting their physical development. For example, they move from sitting to walking as they safely negotiate the stairs. Children make choices about their play as they independently access a suitable variety of resources. The childminder praises children's efforts. This promotes their confidence and self-esteem. Children learn to attend to their own personal care needs in readiness for school. Children behave well because the childminder is a good role model. She encourages children to use good manners, share and be kind. Children attend playgroups where they build relationships with larger groups of children. This helps to prepare them emotionally for the move to school.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of how a skilled practitioner can enhance learning experiences for children. She holds an early years qualification and accesses training. This means she continually builds on her knowledge and skills to provide good quality care and learning. The childminder reflects on her provision and successfully identifies her strengths and areas for improvement. She regularly reviews the activities she provides to ensure they support children's ongoing development. The childminder finds out what children are learning in nursery school and continues this with similar activities in her setting. However, information about children's progress is not shared consistently with other providers. Consequently, continuity in children's learning is not supported at all times.

Setting details

Unique reference number	300684
Local authority	Sheffield
Inspection number	867252
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	27 November 2008
Telephone number	

The childminder was registered in 2000 and lives in the Chapeltown area of Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for two-year-olds. She holds a formal childcare qualification equivalent to level 3.

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