

Childminder Report

Inspection date

16 July 2015

Previous inspection date

9 March 2009

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

- The childminder makes good use of books, puppets and props, among other activities to encourage children to develop their language, communication and imaginative skills. Consequently, children eagerly sing songs, younger children name objects and older children confidently explain what is happening in stories.
- Children have good opportunities to play outdoors, which supports them to lead active and healthy lifestyles. The outdoor learning environment is stimulating and provides good opportunities for children to explore, investigate and solve problems. For example, children use pipes, tubes and funnels in a water tray to create channels for water to flow along.
- The childminder has a good regard for safeguarding children. She has a secure understanding of child protection issues, which means she knows what to do if she is concerned about a child's welfare.
- The childminder is always researching new and inspiring activity ideas. As a result, she designs and makes a number of inventive and fun games to support children's learning. For example, she routinely uses these games to help children to learn about how they can keep themselves safe.

It is not yet outstanding because:

- The childminder is not fully exploring all opportunities to promote her professional development, so that she continues to improve her teaching skills for the benefit of children.
- The childminder is not making the most of information parents share about their children's learning at home, to assess and plan for children's rapid progress.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development, so that effective measures are in place to constantly promote first-rate practice and high achievements for all children
- make better use of the information parents share about their children's learning at home, to plan more sharply for children so that they make the best possible progress.

Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector evaluated a planned activity with the childminder.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder. She looked at a selection of children's records, planning information, suitability checks and training certificates.
- The inspector took account of the views of parents through information recorded on surveys.

Inspector

Helen Blackburn

Inspection findings

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

Children have good opportunities to make safe and independent choices in their play. As a result, they are inquisitive and enthusiastic learners. Children thoroughly enjoy looking for mini-beasts in the garden. They keep records of what they see and eagerly talk about nature and the natural environment. The childminder regularly discusses children's progress with parents and she has recently started to gather more detail about children's starting points. However, she is not yet consistently using the information about children's starting points to assess and plan for their swifter progress. The childminder is actively involved in children's play and she makes good use of her observations to identify children's individual learning needs. Consequently, she provides a wide range of activities to support children's good progress in readiness for them starting school. For example, the childminder encourages children to count, match and sort butterflies so that they develop their early mathematical skills.

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

The childminder has good relationships with the children. She uses settling-in visits and regular discussions with parents to ensure she knows the children well. The childminder effectively incorporates children's individual routines into the day so that they experience continuity in their care. As a result, children settle quickly and they feel safe. The childminder manages children's behaviour well. She effectively uses praise so that children have high self-esteem. The childminder regularly takes children to groups so that they mix socially with other children and experience new situations. As a result, children have the confidence to manage change, such as starting school or nursery. The childminder effectively promotes children's health and self-care skills. For example, children independently manage their own personal hygiene needs. Children learn about making good food choices through a number of fun activities, such as growing herbs in the garden and designing healthy fruit posters.

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

The childminder maintains all required records and she implements a number of effective policies and procedures. She routinely carries out daily safety checks and completes regular risk assessments so that children play safely. The childminder's commitment to improve is good. She has successfully addressed the areas identified for improvement at her last inspection. She now assesses children's progress more frequently so that she identifies their next steps in learning. The childminder makes sure she attends all mandatory training. However, she is less confident to explore other opportunities to promote her professional development. As a result, arrangements are not yet effective enough to promote first-rate practice so that children are supported to achieve to the highest level. The childminder works well with other settings so that children experience continuity in their learning. Comments from parents are positive. They say children are happy and that they always want to spend time with the childminder.

Setting details

Unique reference number	EY301628
Local authority	Derbyshire
Inspection number	861759
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	9 March 2009
Telephone number	

The childminder was registered in 2005 and lives in Eckington, Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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.gov.uk/government/organisations/ofsted. 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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

