

Childminder Report

Inspection date

19 June 2015

Previous inspection date

26 May 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's home is welcoming. Children arrive ready to play and learn in the rich and extremely well-resourced environment, indoors and outdoors.
- The childminder teaches children to be safe when they play. When children climb up and down the wooden steps outside, they demonstrate that they know the rule about always holding the handrail.
- Children make consistently good or better progress in their learning because the childminder uses a range of teaching methods effectively. When children learn about animal life cycles they gain information from reading relevant books, as well as from first-hand observations and experiences.
- The childminder creates opportunities for children to interact with a wider circle of adults and children in the community. She works with a childminder colleague to offer a weekly toddler group session for local childminders, parents and children.
- The childminder evaluates and improves her provision. For example, she has successfully planned and carried out improvements to the outdoor play area, with the help of her assistant.
- The childminder attends all mandatory training. She seeks out opportunities to extend her knowledge and understanding of the Early Years Foundation Stage.

It is not yet outstanding because:

- On occasion, the childminder asks younger children too many closed questions. This reduces opportunities for children to think deeply and to make the swiftest possible progress in learning to hold a conversation.

What the setting needs to do to improve further

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

- create even more opportunities for children to think deeply and develop their own ideas through conversation, for example, by asking more questions that require children to think about a range of possible answers and to give a full response.

Inspection activities

- The inspector spoke with the childminder throughout the inspection.
- The inspector observed play and learning activities in the childminder's home and garden.
- The inspector looked at observation, planning and assessment records and documentation to promote children's health and well-being.
- The inspector checked evidence of the suitability of the childminder and her assistant.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

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

The childminder skilfully teaches children during planned and spontaneous play and learning activities. The quality of her teaching is consistently good and is sometimes outstanding. When she reads a favourite book, children count how many butterflies have hatched from the chrysalises in the pictures. They enjoy learning interesting new words, such as 'metamorphosis'. They think and talk about the happy and sad feelings of the children in the story, when they watch their beautiful butterflies fly away. Children gain the skills they will need to be ready to continue their learning when they move to other settings, including school. However, the childminder does not always help younger children to develop their conversation and thinking skills as far as possible. This is because she sometimes uses too many questions that only require young children to give a one-word answer. They are not encouraged to consider a variety of answers or to give more than a one-word response. The childminder makes observations of what children know and can do. She uses her observations to plan activities that challenge and interest children. The childminder regularly provides parents with accurate information about the progress and achievements of their children. This includes the progress check for children aged between two and three years.

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

The childminder is a good role model. She enjoys the company of the children in her care. Relationships in her provision are good. Her active engagement with children's play promotes their confidence and eagerness to learn about the world. Children have imaginary adventures with the childminder as they travel northwards up the garden, then take a southern route back to the house. The improvements to the garden encourage children to become absorbed in energetic play that promotes their physical development. Children's behaviour is good. The childminder attended training in the promotion of positive behaviour. She learned strategies that led to a noticeable reduction in conflict between children in her provision. The childminder teaches children to be independent. When they are preparing to move to school she ensures that they can put on their coats and shoes. The childminder provides healthy snacks. Children talk about their individual preferences. This teaches them about their differences and promotes their sense of identity.

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

The childminder demonstrates good understanding of the Early Years Foundation Stage. She trains her assistant to understand and implement policies. They know the action to take if a child is at risk of abuse or neglect. Partnerships with parents are good. The childminder consults parents when she evaluates her provision. She periodically asks parents to complete a questionnaire and their responses are overwhelmingly positive. A parent writes that their child 'knows he can have fun with you, but knows his boundaries'. Parents are supported to continue their children's learning at home.

Setting details

Unique reference number	EY314793
Local authority	Sheffield
Inspection number	856765
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	26 May 2009
Telephone number	

The childminder was registered in 2005 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant for part of each week. She provides funded early education for two-, three- and four-year-old children.

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