

Inspection date	4 February 2015
Previous inspection date	6 February 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not met	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

- Arrangements for safeguarding children are strong and well embedded, so that children are protected from harm or neglect.
- The quality of teaching and learning is good. There is a skilful balance of child-initiated and adult-led experiences that ensures there is ongoing challenge for children's age and stage of development. Consequently, children have ample opportunities to make good progress in their learning and development.
- Children feel safe and secure in the care of the childminder and thrive because of her warm, affectionate approach. This enhances their emotional well-being and prepares them well for their move to nursery or school.
- Children's communication and language development is given a high priority. The childminder is skilled at extending and encouraging children's vocabulary.
- The childminder has a clear understanding of the importance of providing children with a healthy lifestyle through a nutritious, well-balanced diet and plenty of fresh air and exercise.
- Self-evaluation is good and accurately identifies areas for development. As a result, clear priorities are set for improvement.

It is not yet outstanding because:

- The childminder does not always encourage parents to share detailed information about their child's learning at home, so that she can use this to help each child progress even more rapidly.
- Partnerships with other providers that children attend have not been robustly established to ensure information about children's learning and development is effectively shared.

What the setting needs to do to improve further

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

- extend the partnership with parents to ensure children's ongoing progress at home is discussed in detail, to support children's learning to the highest level
- strengthen partnership working by sharing observations and assessments with all the early years settings that children attend, in order to further support children's good learning and development.

Inspection activities

- The inspector observed the children's play, including adult-led and child-initiated activities.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of all household members and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the written feedback from parents.

Inspector

Ruth Moore

Inspection findings

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

Children enjoy a wide range of activities and experiences which cover all the areas of learning well. The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. She plans activities to support children's individual needs and the next steps in their learning. The childminder's observations and written assessments closely monitor children's progress, making sure they are progressing across all areas of learning and development. This helps to ensure any areas of concern are promptly addressed. Therefore, children are ready for school. Children's starting points are identified with the help of parents, before their children start with the childminder. However, there are not extensive opportunities for parents to share information regarding children's progress at home once they have started. This means the childminder cannot always effectively build on this information, to extend children's learning to its full potential.

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

The childminder responds well to children's emotional needs and recognises when they need reassurance and comfort. Good-quality resources are stored appropriately and are easily accessible, which means children can make independent choices in their play. The childminder is skilful at promoting and supporting the independence of the children in her care, for example, before snack time she runs water in a bowl and the children are helped to wash their hands. Children learn how to keep themselves safe through the guidance that the childminder gives to them. Activities are planned that help children learn about safety and potential dangers. Fire drills are carried out on a regular basis so that they know what to do in an emergency. Children's behaviour is well managed. This is because the childminder has clear expectations, which are calmly stated to children, and she is a good role model.

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

The childminder has a good understanding of her responsibility and a range of policies and procedures to support children's learning, development and safety. She has appropriate safety measures in place to reduce the risk of accidents. The childminder monitors and evaluates the educational programmes she provides. She completes tracking sheets, which means that the childminder knows where each child is in their development. The childminder has good relationships with parents. She regularly shares with them their child's achievements and progress. However, partnerships with other providers that children attend have not been robustly established to ensure information about children's learning and development is effectively shared. This means the childminder cannot consistently work alongside other providers to fully promote children's progress. The childminder understands how further development of her skills and knowledge improves outcomes for children and has plans in place to attend further training.

Setting details

Unique reference number	EY240044
Local authority	Sheffield
Inspection number	894194
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	6 February 2012
Telephone number	

The childminder was registered in 2003 and lives in Sheffield. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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