

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 4 March 2015     |
| Previous inspection date | 19 November 2008 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder uses observation and assessment effectively to identify and support the next stage in children's learning. She uses these to plan interesting and challenging activities in line with their individual interests.
- Children show a strong motivation to learn as they actively occupy themselves with play. They make good progress, developing their skills in readiness for their next stages in learning.
- The childminder organises her home very well to provide children with a stimulating, welcoming environment which supports their individual learning and well-being needs effectively.
- The childminder acts as a positive role model and children follow her example. They behave well, are polite and amicably share resources. The childminder is warm and supportive towards the children in her care. She knows them extremely well and is skilful and patient in supporting their needs.
- The childminder seeks the views of parents and children in order to inform her effective evaluation and planning systems.
- The childminder keeps children safe because she has a good understanding of the safeguarding and welfare requirements.

### It is not yet outstanding because:

- The childminder does not always maximise opportunities to stretch and challenge children to think critically for themselves, for example, by using her effective questioning skills to explore quantities, similarities and differences.

## What the setting needs to do to improve further

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

- maximise the use of effective questioning skills to further stretch and challenge children by developing their critical thinking and problem-solving skills. For example, encouraging children to compare quantities and discuss similarities and difference during play activities.

### Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities in the playrooms.
- The inspector looked at appropriate documentation, including the safeguarding procedure.
- The inspector looked at all suitability checks for the adults living on the premises.

### Inspector

Rachael Barrett

## Inspection findings

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

The childminder has a good understanding of all children's stages of development. Her teaching is good and she knows what the children enjoy, which keeps them engaged and motivated to learn. The childminder supports all children to develop their language skills. She verbalises her actions and encourages children to talk about what they are doing throughout their play. Children's physical development is good as they walk to and from school daily and they skilfully use scissors and cutters as part of a creative activity. The childminder teaches children about colours, numbers and letters through play and everyday experiences. This is good preparation for their future learning at pre-school and school. The childminder uses open-ended questions to encourage children to think critically and problem solve. However, there are some occasions when these opportunities are not used to stretch and challenge children to make even better progress in their learning. For example, during a game of matching pairs and a creative activity, the childminder misses the opportunity to compare quantities and to discuss similarities and differences.

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

Children form strong attachments to the childminder and enjoy their time with her. They behave well and share resources respectfully with their friends. For example, they demonstrate an understanding of fair play as they work cooperatively together creating a large town with the building bricks. The childminder praises and encourages children's achievements. This builds their self-esteem and confidence. The childminder makes the environment visually stimulating with pictures and photographs to interest children. She organises the space and resources effectively so that children can move around safely and initiate their own play. The childminder teaches children about the importance of healthy lifestyles and provides healthy snacks. Children develop good self-care skills.

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

The childminder demonstrates a secure understanding of her responsibilities to protect children. She involves children in keeping themselves and others safe. For example, children help tidy away toys before starting another activity and learn about road safety as they walk to school. The childminder understands her duty to meet the learning and development requirements. She regularly monitors children's development to ensure that they make good progress across all areas of learning. The childminder understands the importance of sharing information between parents and relevant agencies in order to support children's emerging needs. She has made improvements to her service since her last inspection, such as sharing daily progress reports with parents and by including comments from parents and children in her self-evaluation. This demonstrates her commitment to improving her service and promoting a good-quality provision. The childminder's knowledge and skills are up to date through the training she attends.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | 300174           |
| <b>Local authority</b>             | Sheffield        |
| <b>Inspection number</b>           | 867224           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 17           |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 20               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 19 November 2008 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 1993 and lives in Sheffield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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