

**Inspection date**

4 March 2015

Previous inspection date

13 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. The childminder does not always direct planned activities to maximise the learning opportunities available. As a result, activities are not always purposeful or adapted to meet individual children's learning needs.
- The childminder does not encourage children to tidy up toys, before starting new activities. Children are easily distracted as there are too many resources on the floor. Additionally, they do not learn about the importance of removing tripping hazards to keep themselves safe.
- The childminder has not established an effective method for continuous self-evaluation. As a result, there are no identified areas for improvement or targeted plans for development to benefit children.

### It has the following strengths

- Children are happy and settled because they build strong attachments with the childminder, which has a positive effect on their emotional well-being.
- Children are developing positive social skills because they visit many toddler groups and mix with a variety of children and adults from their local community.
- The childminder keeps parents well informed through verbal discussions. Furthermore, parents comment they are happy with the care the childminder provides for the children.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the quality of teaching to ensure planned activities are purposeful, and maximise children's individual next steps in learning

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

- enhance children's opportunities to focus and concentrate on activities, and also raise their awareness of keeping themselves safe, by encouraging children to tidy away toys
- develop rigorous and effective systems for self-evaluation, and set challenging targets for improvement to benefit children.

## **Inspection activities**

- The inspector looked around the premises used for childminding.
- The inspector observed activities in the childminder's home.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents from written feedback provided for the inspection.

## **Inspector**

Sadie Corbett

## Inspection findings

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

The childminder has a sound understanding of the prime and specific areas of learning and what activities she can provide to promote these. However, the quality of teaching is variable. Adult-directed activities do not always challenge or maximise the learning opportunities available. For example, a musical instrument session to promote language was hindered by the extended use of a nursery rhyme DVD. This meant children were distracted by the television, and not fully engaged with the instruments. Consequently, opportunities for the childminder to extend and enrich language further were missed. The childminder knows the children well. She gathers information from parents prior to them starting, to get to know the children. She observes children during their play and tracks their progress against the early learning outcomes. The progress check for children aged between two and three years is completed and shared with parents. These systems allow any gaps in development to be identified quickly. The childminder reinforces early mathematics. For example, children build towers with stacking blocks and she encourages them to count the blocks with her. Consequently, children are gaining adequate skills and experiences to support them in their next stage of learning.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder provides a variety of accessible resources which she regularly changes and rotates. Therefore, children are able to follow their own interests and make independent choices in their play. However, the childminder does not consistently encourage children to put toys away before they choose other toys. This means children are not always focused, and are easily distracted during play. Additionally, the children are not learning to keep themselves safe from potential tripping hazards. The childminder is aware of children's individual care needs and caters for these well. For example, she ensures children with allergies are kept safe by keeping their food separate and being vigilant during mealtimes. Children have opportunities to benefit from daily fresh air and being active outdoors. They go on daily walks and visit the park on a regular basis. The childminder gives lots of positive praise to the children which raises their self-confidence and self-esteem. As a result, children's physical and emotional well-being is fostered.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has a satisfactory understanding of child protection issues and procedures to safeguard children. Mandatory training for first aid is in place and the childminder has considered emergency procedures for fire evacuation and accidents. The childminder shares policies and procedures with parents. This means they understand the service she provides. The childminder's processes for evaluating her practice are not yet fully effective. Evaluation is not robust enough to identify any weaknesses in practice. As a result, there is no identified improvement plan, in order to continually drive performance forward.

## Setting details

<b>Unique reference number</b>	EY257343
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	860449
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 November 2008
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Sheffield. She operates all year round from 7.45am to 5pm, Tuesday to Friday, except bank holidays and family holidays. The childminder has a professional qualification in Nursery Nursing.

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