

# Childminder Report

**Inspection date**

6 May 2015

Previous inspection date

13 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding because the childminder has an exceptional awareness of how children learn and develop. She provides them with innovative activities that prepare them for the next stage in their learning.
- Children's language development is given extremely high priority by the childminder. She provides a variety of activities, stories and rhymes, to develop their speech and language and extend their vocabulary. As a result, children are very active and confident learners.
- The childminder offers an exceptional settling-in procedure that enables her to take time to get to know the child and family in their home. This ensures she can provide continuity of care when they start in her setting. This process enables children to make strong attachments to the childminder, and parents build very effective relationships.
- Children make rapid progress in their learning and development because the childminder knows and understands their starting points extremely well. She completes comprehensive and detailed observations, and takes children's individual needs and interests into account when planning for their development.
- Parents are fully engaged in their children's learning and development. The childminder shares information about their progress, and welcomes parents' contributions to their child's records.
- The childminder is constantly striving to develop her skills and knowledge by undertaking training courses to enhance her professional development. For example, she has recently completed a foundation degree in early years. As a result, children benefit from exceptional learning experiences.
- Children thrive in the highly stimulating environment. They are confident, well-motivated and use the resources extremely well, in an imaginative and creative way.

## What the setting needs to do to improve further

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

- enhance even further, the opportunities younger children have to make choices, for example, by providing a pictorial catalogue of the available resources and activities.

## Inspection activities

- The inspector took a tour of the provision with the childminder, including the outdoor environment.
- The inspector observed children's activities and routines.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's policies, procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding the childminder's suitability and qualifications for working with children.

## Inspector

Susan Wilcockson

## Inspection findings

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

The childminder has an outstanding understanding of how children learn, and how to relate this to the children in her care. She provides very well-organised activities that fully include and engage children of different ages. Children's identified next steps in learning are used to plan highly interesting and challenging activities, to further extend their learning. For example, children enthusiastically sort and sequence numbered t-shirts on a washing line. The childminder encourages children to think about the shapes of numbers, helping them to identify written numbers up to 10. Older children demonstrate their skills with numbers and support younger children with their early counting. Overall, children are highly motivated and engaged, developing active learning skills, which prepare them exceptionally well for starting school.

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

Children are cared for exceptionally well by the childminder. Excellent settling-in arrangements include parents sharing detailed information about their child's care needs and current skills. This enables the childminder to meet children's unique needs from the outset, supporting their emotional well-being superbly. The childminder is an excellent role model, as she is kind and calm. Children learn to share and take turns, for example, when playing a bingo game with the childminder. As a result, children are exceptionally well behaved and learn how to be social with others. The childminder provides a highly stimulating learning environment with a range of rich, varied and good-quality resources, which promote children's interests. However, there is scope to enhance this even further for the youngest children, by providing a pictorial catalogue to support them to make independent choices. The childminder promotes children's well-being by taking them outside regularly and attending different playgroups. Children can practise their physical skills, mix with other children and gain the social skills required for their future learning.

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

The childminder has high expectations of herself and the children in her care. Comprehensive policies and procedures underpin her excellent practices, to ensure the safety and well-being of the children in her care. She uses her skills to monitor all children's progress regularly. This enables her to immediately see any developing gaps in progress, and to implement targeted professional support. The childminder has applied the knowledge gained through her degree. As a result, she confidently and competently manages all aspects of her provision to an exceptionally high standard. Rigorous self-evaluation ensures the childminder is consistently improving her already excellent understanding and expert practice. The childminder has forged extremely strong links with other settings that children attend. These strong partnerships are highly effective in supporting the continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	501014
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	869111
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 January 2009
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in the Meersbrook area of Sheffield. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a foundation degree in early years.

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