

Inspection date

19 March 2015

Previous inspection date

17 December 2008

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 knows the children very well. She effectively uses observations and assessments of children to plan interesting and challenging activities.
- The childminder uses good teaching strategies to extend children's learning during play. As a result, children make good progress.
- Children are very happy and confident in the childminder's care. She provides a welcoming environment where children are valued and their independence sensitively promoted.
- The childminder has a secure knowledge of how to safeguard children. She implements a comprehensive range of procedures to ensure children are kept safe in her care.
- The childminder has effective processes in place to monitor all aspects of her setting. She tracks children's learning over time to ensure they all make progress across the areas of learning.
- The childminder works in partnership with parents and other settings to provide continuity of care and education.

It is not yet outstanding because:

- Occasionally, the childminder does not provide learning experiences that are rich and varied. This is because resources that support exploration and experimentation are not consistently available.
- The childminder does not always identify her training needs based on a precise evaluation of the impact of her practice on children's learning. Therefore, professional development does not always enhance the quality of her teaching.

What the setting needs to do to improve further

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

- enrich children's learning experiences by consistently providing an interesting range of natural materials, everyday objects and collections of resources that can be used in different ways to support children's problem solving skills and imagination
- focus more precisely on how teaching impacts on children's learning so that evaluations of practice identify opportunities to further enhance outcomes for children.

Inspection activities

- The inspector observed activities and routines in the main playroom.
- 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 discussed the childminder's self-evaluation form and her improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Alison Byers

Inspection findings

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

The childminder has considerable experience of how to support children's development. She makes observations of children's achievements and discusses their learning with parents. As a result, the childminder's assessments of learning are precise and inform her plans for children. For example, the childminder uses games to extend older children's understanding of numbers. The childminder uses her detailed knowledge of each child to effectively challenge them during interactions. She uses good teaching strategies to introduce colours and numbers to young children as they play with soft dough. Children enjoy practising using tools with the dough and talking to the childminder about what they are making. The childminder provides some activities that allow children to experiment, for example, sand and water in the garden. However, resources that can be used in different ways are not consistently provided throughout the provision. For example, role-play materials do not always promote really imaginative play.

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

Children form very secure attachments to the childminder because she is welcoming and perceptive to their needs. Good communication with parents supports the continuity of care and well-being. Children are happy and confidently talk to visitors about the animals they see in the garden. The childminder praises children for their efforts and they willingly cooperate when tidying away the toys. She encourages children to complete tasks she knows they can do and supports them to try out different techniques. For example, she encourages them to flatten dough using their hands and a rolling pin. As a result, children are developing high levels of self-esteem and independence ready for when they start school. The childminder has a good understanding of how to deal with concerns about the welfare of children. She implements a range of procedures to ensure they are safeguarded, and risks around her home are reduced. Children understand good hygiene habits because the childminder explains why they clean the table and their hands before they eat.

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

The childminder has a good understanding of all the welfare and learning requirements. Since her last inspection, she has developed the way she observes and assesses children's learning. The childminder tracks children's development to ensure that all groups of children continue to make progress. She continually evaluates how she plans for children's learning and discusses different approaches with other childminders. Consequently, she is able to respond to children's changing needs and interests. The childminder shares information about children's learning with other settings they attend. This supports children to settle into nursery and provides continuity of learning. The childminder's evaluation of her provision ensures that all necessary training is in place. However, it does not include a precise evaluation of her teaching and its impact on children's learning. Therefore, professional development opportunities to further develop the quality of

teaching have not been identified.

Setting details

Unique reference number	303090
Local authority	Rotherham
Inspection number	867431
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17 December 2008
Telephone number	

The childminder was registered in 1995 and lives in North Anston, near Sheffield. She operates all year round from 7am to 7pm, Monday to Saturday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for three- and four-year-old children.

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