

# Hamed, Sarah Ann

44 Byland Court, WASHINGTON, Tyne and Wear, NE38 7QH



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 10 January 2018 |
| Previous inspection date | 24 May 2017     |

|   | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b> |                         |                      |          |
|   | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the leadership and management                |                         | Good                 | 2        |
| Quality of teaching, learning and assessment                  |                         | Good                 | 2        |
| Personal development, behaviour and welfare                   |                         | Good                 | 2        |
| Outcomes for children   |                         | Good                 | 2        |

## Summary of key findings for parents

### This provision is good

- The highly qualified and ambitious childminder is proactive in updating her skills and knowledge for herself and her assistants. For instance, she has attended a training course regarding enhancing children's opportunities to take risks in their play. This helps to promote children's awareness of how to keep themselves safe.
- The childminder provides opportunities for parents to contribute to their children's learning. For example, she completes detailed observation and assessment records. She shares activity information and identifies what children need to learn next. This helps to provide a consistent approach to meeting children's learning and development needs.
- Children behave well. They are polite and well mannered. Children demonstrate kindness and concern for others. They share their resources and develop strong relationships with others. This helps to promote their social skills.
- The childminder provides children with opportunities to develop an awareness of other cultures and traditions from around the world. She takes children on trips to the library and provides children with opportunities to choose their own favourite stories. This also helps to develop children's early reading skills.

### It is not yet outstanding because:

- The childminder does not fully provide children with the best possible challenge during play that help them to make even better progress.

## What the setting needs to do to improve further

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

- refine activities that help to provide further challenge to children's play and help them make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The ambitious and highly qualified childminder has successfully addressed the action and recommendation raised at the previous inspection. She completes suitability checks for anyone over the age of 16 living or working on the premises. This helps to promote children's safety. The childminder embeds effective safeguarding practices throughout all aspects of her provision. She demonstrates a thorough understanding of local safeguarding procedures. The childminder is aware of the steps to follow in the event of an allegation being made against her or one of her assistants. She completes supervision sessions with her assistants and shares knowledge and practice ideas with other early years providers. This helps her to keep up-to-date with changes in guidance. The childminder monitors children's progress. This helps her to swiftly identify and address any gaps in learning.

### Quality of teaching, learning and assessment is good

Children make independent choices in their play. They use pretend play equipment and offer to make others imaginary cups of tea. Children use a good range of craft materials and create their own musical instruments. The childminder talks to children about the different sounds they can make. This helps to promote children's creative skills. Children complete puzzle boards and they use good hand-to-eye coordination. This helps to promote children's physical skills. The childminder promotes children's mathematical understanding throughout all aspects of play. For instance, she encourages children to count different objects, including when on walks in the local environment.

### Personal development, behaviour and welfare are good

The childminder gathers detailed information from parents about what children know and can already do when they first start at the setting. She uses this information and provides flexible settling-in sessions for children and their families. This helps to develop children's emotional well-being. The childminder provides parents with information and ideas about how they can develop children's skills in preparation for school, including developing their self-care skills. The childminder takes children on regular outings.

### Outcomes for children are good

Children make good progress. They relish taking part in small tasks appropriate to their age and stage of development. For example, children help to set the table during snack time. Furthermore, they help to cut and prepare different fruits. Children talk about their various healthy choices. This helps to promote healthy lifestyles. Children use chalks and make marks on paper. They talk about the different marks they make when using different coloured paints. This helps to promote children's literacy skills. Children are equipped with the key skills needed for their future learning and the eventual move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY461693  |
| <b>Local authority</b>             | Sunderland  |
| <b>Inspection number</b>           | 1107855   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 7   |
| <b>Total number of places</b>      | 24  |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   | Sarah Ann Hamed   |
| <b>Date of previous inspection</b> | 24 May 2017   |
| <b>Telephone number</b>            | 07941135302   |

The childminder registered in 2013 and lives in Washington, Tyne and Wear. She holds an appropriate early years qualification at level 6, including qualified teacher status. The childminder works with assistants. She operates all year round from 7.30am to 6pm, Monday to Thursday and 11.30am to 4.30pm on Sunday, except for bank holidays and family holidays.

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