

Inspection date	08/10/2012
Previous inspection date	01/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are well settled in the care of the childminder who provides a homely environment with a good level of safety and security.
- Children are making sound progress and enjoy playing with a suitable range of activities and resources in the home.
- The childminder provides a flexible service to support parents and gives them relevant information about their child's day-to-day activities.

It is not yet good because

- The childminder does not effectively identify the next steps in each child's learning. It is therefore, difficult for her to plan specific activities that match the needs of children and will extend their interests and development. She does not effectively share information about children's learning with parents.
- The childminder is not robustly evaluating her practice and striving to improve. Therefore, she does not have a strong all-round knowledge of the revised Statutory Framework for Early Years Foundation Stage.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main downstairs room and kitchen
- The inspector spoke with the childminder at appropriate times throughout the observations
- The inspector looked at children's records, assessment documentation, and a range of policies and supporting documentation.
- The inspector took into consideration information provided from parents on a questionnaire gathered by the childminder.

Inspector

Anne Mackay

Full Report

Information about the setting

The childminder has been registered since 1993. She lives with her husband in a semi-detached house in a large residential suburb, close to the city of Sheffield. The whole of the ground floor of the premises is used for childminding. The premises are easily accessible. There is a secure garden available for outside play. Care is offered Monday to Friday, all year round, excluding bank holidays. The family have a dog.

There is currently one child on roll who is in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder receives support from the Local Authority.

What the setting needs to do to improve further

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

- improve the assessment of children's progress to include the identification of next steps in their learning and development, and use this information to plan for each child across all areas of learning and share with parents.

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

- build on ways to continually improve practice by using effective evaluation and keeping up-to-date with changes and revisions to the Early Years Foundation Stage.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder is very experienced in caring for children and provides a welcoming home where children are content to explore a suitable range of resources, including bricks, books, small world toys and play dough. She provides activities and opportunities that, in general, support children's development across the areas of learning. The childminder undertakes observations identifying, for example, when children are able to count up to 20. Records show evidence of children's engagement in activities. For example, they develop their knowledge of the world through seeing a fox at the park, they are physically active at a local playgroup and develop imagination by dressing up. However, the childminder does not systematically plan or identify children's next steps in their learning to help individual children get the most from activities. This makes it difficult for the childminder to be confident that she is providing sufficiently challenging activities and experiences.

The childminder makes sufficient use of questioning and support, to extend children's learning and help them to make steady progress towards their early learning goals. The childminder uses home-made flash cards to support older children in developing their reading skills and she patiently encourages them to try and independently form the letter sounds. She understands that children learn through playing and talks to children playing with cars about how many there are, as a way of developing their mathematical abilities.

The childminder provides a balance of adult-led and child-initiated activities, allowing the children to make independent choices in their play from the selection available to them.

For example, children choose finger painting, enabling them to learn about shape and colour. She encourages children to write their names on the picture so that they can practise their writing skills before proudly showing their parents their creations. The childminder reinforces children's achievements by comments, such as 'that is fantastic' and 'well done'.

The childminder ensures that she is fully informed as to children's likes, dislikes and individual needs through a series of introductory visits accompanied by parents before she assumes their full care. Parents and carers are informed of what activities their children are currently doing and how children are feeling through daily informal discussions, backed up by occasional longer meetings. However, the childminder does not have an effective mechanism in place for sharing with parents children's next steps. This hinders the ability of the childminder and parents to work together fully to support children in reaching their full potential.

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

Children are very settled and secure in the care of the childminder because she is experienced and understands how to provide a homely and welcoming environment that effectively meets the needs of children. Children benefit from having the childminder alongside them at all times, as her presence brings extra interest to their play. The childminder acts as a strong role model. For example, children enjoy the praise they receive from writing their names and older children want to come and sit near the childminder and talk to her after a busy school day. Children are given lots of praise and encouragement and are provided with gentle prompts, such as to say 'thank you' or 'good bye'. Children are keen to manage their own safety and abide by the childminder's clear house rules. For example, they understand not to climb on the furniture and know to tidy up after themselves. This creates an atmosphere in which children learn and develop very well and children fully cooperate with routines.

Children's knowledge about personal safety is promoted very well by the childminder. For example, she reminds children to stay near to her when in the school playground and when on the street, explaining to children about the risks of traffic. The childminder ensures that children wear wristbands with emergency contact details and reflective tabards when they go out to get healthy exercise on the swings in the local park or go for a walk in the woods. In addition, the childminder has available a good range of differently sized car seats so that she is in no doubt that children can be safe whilst being transported in her care.

Children learn about keeping themselves healthy when they eat fruit at snack time. The childminder prepares fresh food and plans menus in advance to ensure that children are provided with a healthy diet. She encourages children's independence skills by helping them to adopt good table manners and eat with a knife and fork. Children also like doing everyday tasks for themselves, such as putting on their own outdoor shoes and coats. Children are encouraged to make their own choices, such as whether they wish to finger paint or play with modelling dough, which helps them to become autonomous in their learning. The childminder takes younger children to playgroups which helps them develop

friendships with other children. All of these skills are extremely beneficial in easing the transition to school.

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

The childminder understands how to safeguard children and protect their welfare. She has updated her knowledge of child protection matters through training. She knows her role and responsibilities in ensuring children do not suffer harm or neglect and procedures to follow should she have any concerns. The childminder ensures children's safety within the home by undertaking detailed risk assessments of the home and for outings, which she backs up by a system of daily visual checks of equipment and resources. She ensures that fire equipment is working and practises regular fire evacuation procedures with the children.

The childminder is conscientious and ensures that all relevant documentation for the safe and efficient management of the setting is in place. She takes some steps to evaluate her setting. For example, her self-evaluation form is evolving. She identifies some areas for development, such as, extending her knowledge in relation to diversity and ethnicity and she wants to undertake training in food hygiene. However, because she is not effectively evaluating she is not always keeping up-to-date with changes, such as the revisions to the Early Years Foundation Stage learning and development requirements. As a result, her knowledge is not strong, which potentially impacts on children's learning. The childminder values the support that she receives from the Local Authority and uses the facilities of her local children's centre.

The childminder has developed appropriate working relationships with parents, who are informed about her service through policies. The childminder is extremely flexible to support parents and will drop off children. She seeks parents' views through questionnaires and the childminder is proud of the positive feedback that she has received. The childminder ensures that she shares information with teachers from local schools so that they can work together to support children in her care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	300064
Local authority	Sheffield
Inspection number	818591
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	01/10/2008
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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