

Inspection date	05/11/2012
Previous inspection date	01/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children are confident, happy, motivated and settled with the childminder. They have good relationships with her and have fun.
- The childminder knows the children well and she is skilled in providing them with individualised experiences and encouraging them to reach their individual potential in their development. She ensures they experience a rich range of opportunities to work towards all of the areas of learning.
- Partnerships with parents are effective as the childminder is committed to working together with them to ensure continuity of care and learning for children. She keeps them kept well-informed both by written information and daily verbal communication.
- The childminder installs a sense of well-being as children are and feel safe with her. This is enhanced as she maintains all required and many additional records and documents.

It is not yet outstanding because

- The childminder has fewer systems for sharing the learning and development of children who attend settings that she does not have direct contact with.
- The childminder has less knowledge of implementing the progress check at age two.

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 between the childminder and cared for children. The inspector supplemented all observations with pertinent questions.
Detailed discussions were held with the childminder about what and how she provides for the children in her care. How she meets children's needs and works with parents. She also shared her proactive plans for the future of her provision.
- The inspector looked at the children's development records, the childminder's planning and examined her policies and procedures.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 1991. She lives in Crosspool, Sheffield in South Yorkshire, within walking distance of local schools, parks and other amenities. The ground floor rooms of the house, the bathroom and one bedroom on the first floor are used for childminding. The rear garden is not enclosed and so is used only under supervision. Children are also taken for walks and outings.

The childminder is currently caring for six children, four of whom are in early years age range. She also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children who speak English as an additional language. She is a member of a local childminding group.

What the setting needs to do to improve further

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

- develop further the effective continuity and progression for children who attend more than one setting by sharing relevant information with practitioners that are not seen routinely
- develop further knowledge of the implementation of the progress check for two-year-olds.

Inspection judgements

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

The childminder is skilled at recognising and meeting children's individual needs and personalities. She ensures they have individualised learning opportunities that encourage learning and ensure they have fun. The childminder knows them well. She proactively ensures activities are focussed on individual interests and learning needs. The childminder makes basic plans for activities which are flexible and adapted. The main focus of the provision is to follow children's interest, selections and ideas. The childminder uses routine events and activities to develop children's learning. For example, a child's water bottle is laid on its side and the childminder engages the child in looking at the movement of the water. On an outing children are encouraged to experiment with shape and length as they post twigs through the slats of a park bench. She expands vocabulary as they consider 'thin', 'fat' 'short' and 'long'.

The childminder ensures children experience a rich range of opportunities to work towards all of the areas of learning. She relates all planned and spontaneous activities provided to all of the seven areas. The childminder proactively uses the outside as a teaching and learning environment. On a planned autumn walk the childminder encourages the children to look at the different colours, they look at the trees shedding their leaves and throw leaves. The leaves are used for making an 'owl' and collages. The childminder and children sing related rhymes during the walk. She invites children to look at their shadows and investigate size as they 'hide' behind pillars and consider each other height. She promotes

mathematical development within routines, children count routinely on outings, during stories and with number games, jigsaws and shape sorters.

The childminder provides opportunities for children to be creative and imaginative. They have good access to early writing and art and craft resources. She enables children to express themselves through art and craft as they free-draw and finger paint. Opportunities are provided for children to be imaginative as they use small world and role play resources.

The childminder provides good opportunities for the children to learn about nature. For example, they interact with live and sculptured animals. Children are encouraged to investigate spiders webs and explore what they see using vocabulary, such as 'shiny' and 'soft'. In the home they plant and care for flowers and vegetables. Children have their own gardening equipment to plant bulbs. The childminder takes them to pick and later eat blackberries and they enjoy collecting and exploring the texture of horse chestnuts in their shells. On outings children have their own collection bags in which they collect what interests them, including, feathers and insects. All of which are discussed on returning home.

The childminder provides children with opportunity to experience technology through using a laptop and programmable toys. Spontaneous stories of children's favourite stories and visits to the library enhance children's love of books. She provides opportunities for children to visit the community. For example, visits to museums, local peace gardens and parks encourage children's learning.

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

The childminder's main focus is to respect and value children's individuality. She is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self. They respond well to her consistent and fair house rules. Children learn about working together as they use construction bricks. The childminder enhances children's socialisation and independence as they attend local groups and amenities. Each child has their own coat peg and all children are encouraged to tidy away activities. Diversity is promoted throughout by the childminder, supported by discussions, books, activities, resources and spontaneous activities, which results in children developing a good understanding people and the world around them.

The childminder installs a sense of well-being as children feel safe with her. They confidently approach her and seek her reassurance. She provides children with opportunity to take risks safely, including, climbing and balancing on walls. She routinely practises safety procedures with the children and involves them in fire evacuations, therefore, children are developing a real sense of security and self-awareness.

The childminder enables children to learn about healthy eating through healthy lifestyle routines and activities she provides. For example, the children make fruit jelly. All children

are well-used to completing established hygiene routines. The childminder promotes effectively children's ability to develop their physical skills and fitness as they walk daily and visit local amenities and parks. She provides the children with opportunities to run freely and encourages them to go faster or slower. In the home they sing, dance, skip and use a yoga ball.

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

The childminder has a good knowledge of all aspects of the Statutory Framework for the Early Years Foundation Stage. She is alert to all of the learning and development requirements and actively uses the prime and specific areas of learning to ignite children's curiosity, enthusiasm for learning and to build on their capacity to learn successfully. She has an effective tracking systems in place to ascertain children's progress and individual development. The childminder understands that she is required to complete two-year-old progress checks. She has downloaded detailed information and is booked on a training course. However, in discussions she stated she felt less confident about how to implement the checks. This has minimal impact on the children, as she demonstrates clear commitment increasing her understanding and completing the checks when they become applicable to the specific children she cares for.

The childminder is committed to ensuring children are kept safe and that their well-being is assured. She demonstrates a clear commitment to safeguarding. The childminder is suitably trained to recognise that children may be at risk of harm and to liaise with appropriate agencies. Clear policies, procedures and record keeping systems ensure children are kept safe, protected and supported. The premises are secure at all times and the childminder has effective collection procedure. Safety equipment protects children, including, a fire guard and fire prevention equipment. The childminder maintains a smoke alarm on the ground floor, which was installed by a fire officer. A discussion was held about the childminder seeking advice from the fire officer about if smoke alarms were also required on the other floors of the home.

The childminder promotes good partnerships with parents by daily discussions when children arrive and are collected and by telephone and text messages. They have access to written information that makes sure they are kept well-informed about their child's care and the setting. The childminder encourages parents to take their child's development records home to read and make comments and observations on their child's development. Parents and children also have access to a photograph book of activities and resources the childminder provides.

The childminder actively promotes inclusion and is confident in working with other agencies to meet children's needs. She is effective in supporting children to make transitions to other settings. For example, she takes children to visits to new settings to help them find where things are and understand about the new routines. The childminder actively promotes continuity in children's learning as she has effective links with other settings the children attend if she has direct contact with them. However, currently the

childminder has fewer systems to enable liaison between herself and other settings children attend with whom she does not have direct contact.

The childminder is strongly committed to ensure that children receive a positive experience in her care. This is enhanced as she has completed all required and additional training. She is committed to continue to undertake training to enhance her skills. The childminder is able to clearly identify areas she wishes to develop and she has a systematic approach to the continued development of her provision, benefitting children's welfare and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	300136
Local authority	Sheffield
Inspection number	885503
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	01/12/2009
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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