

Inspection date

Previous inspection date

26/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 making good progress in their learning and development because the childminder has a clear understanding of how children learn. She provides them with a stimulating learning environment in which to develop their exploration and investigation skills.
- Children are learning about how to keep themselves safe and healthy through everyday routines and practices, which are effectively supported by the childminder.
- The childminder has helped children to form a secure attachment and this effectively promotes their well-being and independence skills.

It is not yet outstanding because

- Opportunities to further encourage young children's listening and responding skills by using resources, such as puppets and other props are variable
- Procedures to encourage parents to contribute further to their child's learning and development record, and therefore fully promote their learning are less well-embedded.

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 and care routines in the main playroom, dining room, kitchen, bathroom and outside play area of the childminder's home.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of some parents, as recorded in their written feedback to the childminder.

Inspector

Tara Street

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three years and 18 months old in a house in Conisborough, Doncaster. Premises are

accessible via a small ramp to the side door. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden for outside play.

There are currently two children on roll who are in the early years age group who attend for a variety of sessions. The childminder also offers care to school-age children before and after school. The provision is open all year round from 8am to 5.30pm, Monday to Friday except for family holidays agreed in advance. The childminder is a member of the National Childminding Association and receives support from the local authority. She attends the local parent and toddler group, childminder group and the local children's centre. She visits the local shops, park and library on a regular basis. The childminder is able to take and collect children from local schools and pre-schools.

What the setting needs to do to improve further

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

- develop further resources, such as puppets and other props, to encourage children's listening and responding skills when singing a familiar song or reading from a story book
- extend systems to enable parents and carers to regularly contribute to their child's learning and development record and to share achievements from home.

Inspection judgements

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

The childminder plans interesting and challenging activities that successfully promote children's learning through play. She is well organised and takes steps to ensure that the home is suitable for the children attending on the day. This results in an environment that is warm and welcoming to all children. The childminder has a secure knowledge and understanding of how children learn. She obtains clear information about what children can do before they start their placement and uses this to plan suitable activities, which they enjoy. The childminder observes and assesses children's progress across all seven areas of learning and effectively identifies children's next steps. The childminder has correctly identified the development bands children are working within. These demonstrate that children are making good progress relative to their starting points and help to effectively target children's individual learning needs.

The childminder's practice is consistently good. She makes good use of simple, open-

ended questions that help children think and encourages them to talk about what they are doing. This improves their learning and helps to extend their communication skills and vocabulary. For example, she effectively supports children to talk about the robot they are making out of construction bricks. She encourages them to name the different colours they are using, such as, red, green and yellow, and to talk about what they need to add next. Children confidently tell the childminder that the robot needs, 'arms, a head and some blue hair'. All comments are valued by the childminder and she gives the children plenty of time to think about and to explain their ideas. She repeats the single word utterances very young children make and this shows them that she understands what they are saying. Children's interest in literacy is promoted well as she invites them to listen to a story and look at the illustrations. However, some opportunities to further encourage children's listening and responding by using puppets and other props when singing a familiar song or when reading from a story book are less well developed.

Children enjoy singing songs and rhymes and these are incorporated into many of the daily routines. The childminder provides children with plenty of opportunities to experiment and explore, such as art and craft activities and musical instruments. Children enjoy a good range of gluing and sticking activities and older children proudly point out the paper lanterns and glittery firework pictures they have recently made. The childminder effectively promotes partnerships with parents to ensure children's care and learning needs are well supported. She has introduced a daily diary to ensure parents are regularly updated about their children's well-being and what they are doing. Parents are also regularly invited to view their children's learning records and to discuss their progress and achievements. However, the childminder has yet to fully engage parents in actively contributing to their child's learning and development record and sharing their achievements from home to fully promote their child's learning.

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

The childminder work closely with parents to find out about children's likes and dislikes upon entry to her setting. As a result, children form secure bonds and attachments and settle very quickly. This successfully promotes children's well-being and independence. Children have access to a well-equipped outdoor play area that promotes a good attitude to physical exercise and fresh air. For example, children run, climb, jump and ride using a range of equipment, such as a climbing set with a slide, bikes and footballs. Babies are developing good physical skills as the childminder encourages them to stand with the aid of an interactive walker and praises all efforts at moving forwards.

The childminder promotes children's understanding of the importance of a healthy diet through providing healthy balanced diets. These include a combination of lots of fresh fruit, vegetables and home cooked meals, such as shepherd's pie and roast dinners. Good hygiene practices are well implemented with children washing and drying their hands thoroughly before meals and after using the toilet. The childminder is a good role model and constantly uses please and thank you while talking to children. She further promotes their understanding of what is acceptable behaviour through clear explanations and guidance. Children behave in ways that are safe for themselves and others and they are

learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, explanations are given as to why they should not throw plastic bricks. Children show through their body language that they are happy, safe and secure. For example, they gradually move away from the comfort of the childminder as they become more inquisitive about their visitor.

The childminder is very interested in what children are doing, she is observant and times her interventions effectively. This supports children very well. For example, children are learning to accept the needs of others through learning to share and take turns. They select and use activities and resources independently. Toddlers show excitement and an eagerness to explore the toys, showing the start of a positive attitude to learning. They select sound and action toys and press buttons repeatedly waiting for the lights to flash and the music to start. In addition, regular outings, such as visits to the local toddler groups, children's centre and play areas help children develop good social skills. This demonstrates that children are building on the skills they need and are well prepared for their next stage in learning, such as transition to pre-school and reception year.

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

The childminder demonstrates a good understanding of child protection and is confident in her ability to implement procedures effectively in order to safeguard and protect children. All required documentation is in place and include detailed procedures to be implemented in the event of lost or uncollected children and safeguarding. Robust risk assessments, both of the premises and on outings, clearly identify possible hazards and the action taken by the childminder to reduce any risks. As a result, the childminder provides an environment that is welcoming, safe and stimulating, a place where children enjoy their learning and grow in confidence.

The childminder is enthusiastic and motivated to continuously improve the quality of her provision. She regularly reflects on her teaching practice and closely monitors the planning and delivery of the educational programmes she provides. For example, the childminder has continued with her professional development and has attended appropriate training. She has achieved first aid and food hygiene certificates, and has attended training to increase her knowledge of how to further support children's communication skills. The childminder has developed good systems to observe, assess and monitor each child's progress.

Overall, effective partnerships with parents strongly benefit children's settling in and progress. Parents receive good information about the childminder's setting, such as policies and procedures and information about the revised Statutory Framework for the Early Years Foundation Stage. The childminder ensures she is always there to talk at the end of the day and keeps a daily diary and photographic scrapbook, which she shares with parents so they are aware of how their child's day has gone. The childminder understands the importance of building partnerships with other early years professionals if children attend more than one setting. This ensures that children receive continuity of care and aid

transition from one setting to the next.

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 | EY445408 |
| Local authority | Doncaster |
| Inspection number | 799100 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| 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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