

<b>Inspection date</b>	29/11/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make good progress from their starting points across all areas of learning because the childminder plans and provides a wide range of interesting and stimulating activities for them to take part in.
- The childminder actively engages with children to support their play and consolidate their learning through the activities provided.
- Children develop a strong sense of belonging and behave well as the childminder is very caring and skilled at managing behaviour.
- The childminder is well organised and effective in evaluating her practice to secure continuous improvement through plans that positively improve children's experiences.

#### **It is not yet outstanding because**

- The organisation of some routines during craft activities does not always allow sufficient time for children to independently explore and develop their ideas and to finish working through these ideas, in order to develop their creativity.
- Procedures to encourage parents to contribute further to their child's ongoing learning and development record or to share achievements from home 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, kitchen and bathroom of the childminder's home and checked the suitability of all other areas used by children.
- 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.

## 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 partner and two children aged 10 and 12 years, in a house in Renishaw, Sheffield. The premises are accessible via a small step to the front 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 nine children on roll, three of whom are in the early years age group, who attend for a variety of sessions and six are school-aged children, who attend before and after school. She provides care all year round from 6am to 6.30pm, 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 childminder group and the soft play centre. She visits the local library and park on a regular basis. The childminder is able to take and collect children to and 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:**

- review routines to allow sufficient time for children to independently explore and develop ideas and finish working through these ideas, in order to develop their creativity
- 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**

Children make good progress in their learning and development, as the childminder knows them well. She makes regular observations of their achievements, in order to assess their progress and identify their next steps in learning. She takes good account of how often children attend and revises these goals regularly to keep aware of their current learning needs. The childminder plans a wide variety of activities and experiences across all seven areas of learning that build on children's interests and their existing knowledge and skills. This keeps children of all ages challenged, interested in activities and well prepared for the next stage of learning or for school.

Children's early reading and writing skills are developing well. They are provided with daily access to a variety of writing implements, which means that they have numerous opportunities to begin to make marks. For example, babies enjoy holding and making scribbling marks with crayons and older children enjoy using coloured pencils to draw a picture of a racing car. They are well supported by the childminder, who offers further support and encouragement. For example, older children are asked how many wheels a

car has and what shape they are. She then effectively extends this learning further by drawing a range of shapes and asking children to name them, such as, triangle, square and circle. The childminder actively encourages children's love of books. They regularly visit the library where they choose books that interest them, such as on transport. The childminder makes effective use of story props to enhance the story telling experience for children. In addition, the childminder has made a song bag, which children eagerly take turns to reach in and pull out an object. They confidently name the object and sing the related song, with the associated actions, such as for 'Incy Wincy Spider'.

Children participate in a broad range of messy play and craft activities, such as gluing and sticking, dough play and sand and water. Children enjoy an adult-led collage activity. The childminder supports them to paint their hands and to press them down onto the paper to make antler patterns on the reindeer's head. She fosters children's early language and communication skills as she talks to them while they play and listens carefully when they attempt new words. For example, she encourages children to listen to the 'squish' sound the glue makes when they press two pieces of paper together and praises their attempts to name the different colours of the paper. However, during some child-led craft activities, the childminder does not allow sufficient time for children to independently explore and develop their own ideas and finish working through these to develop their creativity. For example, when children decide to carry on exploring the materials from the previous craft activity, these are not put within their reach. When children then ask for them, the childminder gives them a glue stick and a few pieces of coloured tissue paper, rather than allowing them to look through the resources for themselves. In addition, although, children are happily exploring the creative materials, the childminder gently but persistently asks them to finish and put their art work to dry because it is time for something else.

Children learn about the wider world as they go on interesting outings, based on the childminder's knowledge of them. They visit local parks, the canal and farms to see and feed various animals and to explore nature. Children develop good social skills as they visit local groups where they meet a range of other adults and children. They use a good range of tools to develop their physical skills, including puzzles, games, balls, threading activities and musical instruments.

The childminder has developed good partnerships with parents. The childminder finds out useful information about the children through talking to parents and observing them in her home. For example, she completes a booklet with parents about their children's individual likes and dislikes and finds out about babies' daily care routines. She effectively uses the information to plan for children's learning and care needs. Children's progress and achievements are then regularly discussed with parents. 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. Consequently, the childminder is not able to consider and include this full range of information in her planning of activities for children.

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

Children are happy, confident and play well as the childminder develops good bonds and attachments with them. She is caring, attentive and affectionate and uses lots of praise and smiles to make children feel safe and secure. As a result, children demonstrate a strong sense of belonging and their self-esteem is promoted. Children negotiate and work well together and are keen to take on responsibility. For example, older children enjoy opportunities to help tidy resources away before snack time and are very caring towards younger children.

The childminder has worked hard to build up a wide range of resources, so that children have many opportunities to play, investigate and develop their own learning. For example, babies confidently explore objects in the treasure basket, such as, wooden spoons, balls, and play cars. Older children enjoy sorting through the resource cupboard and small baskets and boxes, to find the wooden train track. The childminder provides daily opportunities for children to play outdoors and enjoy the fresh air when playing in the secure garden or when visiting the local park or canal. Younger children also enjoy weekly trips to the local childminder group and soft play centre where they develop their physical skills on large play equipment or experiment with moving to musical sounds. All of these activities also provide children with regular exercise, which contributes towards their good health. The childminder constantly assesses risk to children when they are out and closely supervises them at all times. Children learn safe behaviour as they learn about crossing roads safely. Children benefit from freshly prepared, home-cooked meals and enjoy raspberries, banana and toast at snack time. The childminder explains to children that fruit is good for them, which helps develop their understanding of healthy eating. Older children help to make meals, such as home-made fishcakes and pizza. Young children begin to learn to manage their personal needs when they help wipe their hands after eating and messy play. Older children quickly become familiar with simple, good hygiene routines, such as taking their shoes off in the house. As a result, the childminder prepares children well for their transition into pre-school and nursery.

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

The childminder has a clear understanding of how to promote children's welfare and the requirements of the Early Years Foundation Stage (EYFS), including the effective use of 'Development Matters in the EYFS'. She has a good awareness of child protection procedures, has attended relevant training and has a secure knowledge of the correct procedure to follow should she have any concerns. The childminder shares all her policies, including safeguarding and complaints with parents, so that they are aware of her responsibilities. She has completed paediatric first aid training and has effective procedures in place for recording accidents and the administration of medication. She effectively completes all required documentation and obtains written consents from parents, so that she can follow their wishes. She takes care to review her work, particularly her planning and delivery of the educational programmes and ensures that her home is welcoming and safe. This means that children enjoy their play and learning, their confidence and self-esteem are promoted and they have a positive experience that forms a sound base for their future learning.

Overall, effective partnerships with parents strongly benefit children's settling-in and progress. Parents receive good information regarding the childminder's setting and about the revised Early Years Foundation Stage. The childminder has a clear understanding of the importance of partnerships with external agencies, if this is required. The childminder understands the importance of making links with the teacher or key persons when children start to attend pre-school or nursery. This will ensure that children receive continuity of care and aid transition from one setting to the next.

The childminder has made a good start to childminding and is positive and enthusiastic about her role. She has effective systems for evaluating her provision and sets challenging targets for improvement. The childminder actively seeks feedback from parents and children to help identify her strengths and areas for development. Since registration, the childminder has already extended her range of resources and now actively involves the children in the planning of snacks and meals, which they often help prepare. The childminder demonstrates a strong commitment to improving her provision for children's care, learning and development.

### 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

<b>Unique reference number</b>	EY447523
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	801867
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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