

Inspection date

Previous inspection date

03/01/2013

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's learning is supported by good partnerships with parents. Information about their children's learning and development is regularly shared to ensure that they are kept well informed of their children's learning and development.
- The childminder respects the views and opinions of parents and she uses their comments as part of her fully reflective self-evaluation process, which contributes to helping her to further develop the provision and successfully supports children's care and learning.
- The childminder fully engages with children in their play and provides experiences that ensure they make good progress in their learning and development.

It is not yet outstanding because

- Children are not yet making exemplary progress because the information gained from the childminder's observations is not always used to full effect in relation to planning for their next steps.
- There are less opportunities through play, resources and activities, for children to learn about and develop positive attitudes to people with disabilities.

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 childminder's home.
- The inspector spoke with the childminder during the inspection and carried out observations of her practice.
- The inspector looked at children's records and a selection of required documentation and policies.

Inspector

Karen Byfleet

Full Report

Information about the setting

The childminder was registered in 2012. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two-year-old child. The family live in the Woodseats area of Sheffield. The whole ground floor, along with the first floor bathroom and rear bedroom of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The childminder lives close to local schools, shops and parks and she regularly takes children to local toddler groups in the area. There are currently two children on roll and

both are in the early years age range. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- make better use of the observations made of children's learning to enable more effective planning of their next steps
- build on the resources and opportunities that avoid negative stereotypes, to support children's understanding of differences, in particular relation to people with disabilities.

Inspection judgements

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

The childminder has a good knowledge, understanding and awareness of the Early Years Foundation Stage. She has good processes in place for observing and monitoring children's progress and makes effective use of documentation that is available. This helps her to identify the development bands for each area of learning for all children. However, the information gained from the childminder's observations is not always used to make the most of planning for the next steps in their learning. For example, sometimes there are too many identified next steps set at one time for them all to be achieved in a meaningful way.

Children participate in a good range of age-appropriate activities, both within the childminder's home and at the groups they regularly attend. Young children's communication and language skills are developing well. They freely smile and constantly babble with joy as they engage with the childminder and other children. The childminder constantly talks to the children and engages their play. For example, she shares the experiences of a 'treasure basket' with children. This enables them to explore and investigate a variety of textures and tools, such as, wooden spoons, shells, papers for scrunching and bottles filled with rice that make a noise.

Children's physical development and understanding of the world is progressing well for their ages. They have access to various activities requiring them to move and handle different tools and resources. For example, they enjoy finger painting, pressing and pushing buttons on musical toys. Outdoors, they are able to explore and investigate as they watch the effects of wind on items, such as windmills and wind chimes and have

opportunities to plant vegetables and flowers. Other outdoor resources encourage further physical development as children have access to small sit and ride toys and balls for kicking and throwing.

The childminder takes children into their local community where they visit the shops and park, enhancing their knowledge of the world around them. A good range of imaginative and construction activities, such as, role play, dressing-up and building with bricks, provide opportunities for children to develop a variety of skills. For example, they use mathematical skills and imagination as they build towers of bricks, and through role play, they can act out familiar roles. The childminder is considerate of children's home language and backgrounds. For example, she displays words in a variety of languages. Dressing-up clothes and a good range of age-appropriate books promote positive images of gender and culture. However, there are less opportunities through play and resources for children to learn and develop an understanding about people with disabilities. Young children are curious and inquisitive and enjoy the company of others as they form relationships. For example, they press buttons on musical toys and show their delight at their efforts as they move their body to the music and smile when other children join in with their 'dancing'.

Children's progress in their learning and development is shared with parents in different ways and on a regular basis. The childminder has devised and implemented a written summative assessment for each child. These are shared with parents every six to eight weeks and provides them with more detailed information about their children's progress, so that there is complete consistency for their learning.

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

Children settle well into the provision as the childminder gathers initial information from parents with regard to their likes, dislikes and their interests. Children's confidence is developing well. They are happy and settled in the childminder's home and have formed strong relationships with both the childminder and her own child. The childminder offers children lots of praise and recognition for their efforts, helping to raise their self-esteem. She is attentive to the children, reacting positively to their requests and gestures. For example, when a young baby points to their cup, the childminder places it where the child can independently reach their own drink. Children's dietary needs and parental requests are considered as they enjoy healthy balanced foods for snacks and meals that are provided by childminder. Children's safety is well secured. The childminder practises and records an emergency evacuation drill with the children, raising their awareness and understanding of how to stay safe.

Children form good relationships with their peers and fully interacts in their play. The childminder makes full use of local toddler and childminding groups, which promote socialising for all children as they have the opportunity to meet and mix with other children. The childminder has a good range of age-appropriate toys and resources and she regularly rotates these to ensure children's interests and enthusiasm for learning is supported well. Children know what toys are available as the childminder has labelled boxes and cupboards with pictures and words of the toys. She has also devised and

implemented a visual catalogue of the toys and resources, which children can independently look through and choose what they would like play with. These props enable children to freely choose and to take control of their own choices.

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

Children's health, safety and welfare needs are met well as the childminder has appropriate policies and procedures in place, which are shared and agreed with parents. The childminder is secure in her knowledge of child protection and has attended appropriate safeguarding training. She fully understands the Local Safeguarding Children Board procedures and uses these to refer to, for any concerns she may have. Children's safety is further assured through robust risk assessments that are in place and reviewed regularly. The childminder is vigilant regarding safety within the home by ensuring the premises are kept secure, preventing children from leaving unattended. When undertaking outings, she carries out risk assessments of where they are going and ensures that children are safe by using appropriate safety equipment, such as car safety restraints and buggies.

Partnerships with parents are very good. She speaks to parents on a daily basis and provides them with a daily diary in which they are encouraged to contribute with their own comments. She also exchanges information with parents by email, enabling her to let them know about what their children have been doing in a more detailed way. The childminder and parents find this invaluable, especially if parents are in a hurry at the end of the day and have little time to stay and talk to with her.

Self-evaluation is in place and the childminder fully reflects on her practice. Parents' views and opinions have also been sought through the use of questionnaires and these contribute to the childminder's evaluation process, enabling her to act positively on factors that impact on children's learning and welfare. Further information for parents is provided on the childminder's website, which she has developed. Children's views are heard by the use of 'feeling' pictures, such as, happy, sad, angry or bored. They are able to place a face of how they feel onto their individual picture and this shows the childminder how they are feeling and promotes communication between them and the childminder.

The childminder is pro-active in her plans of how she will develop partnerships with other providers and ensure transitions for children moving on in their education are smooth and informative for the new provider.

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	EY447594
Local authority	Sheffield
Inspection number	805866

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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