

Inspection date

Previous inspection date

19/02/2013

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

- The childminder's sensitive interaction with the children ensures they feel secure and are very settled, and promotes their emotional well-being.
- The skilful management of young children's behaviour means they learn to share and take turns, and reduces their feelings of frustration, enabling them take a full and active part in their own learning.
- Children's language and communication skills are very well promoted as the childminder engages in discussion with them at all times. They chatter to each other as they effectively develop their language structures and build their vocabulary.
- Effective partnerships with parents and good systems of communication mean children's changing needs are known and consistently well met.

It is not yet outstanding because

- There is room to extend opportunities to further promote children's awareness of people and communities, such as by making photographic books which include images of their family members, friends, pets or favourite people.
- There is scope to enhance opportunities to further encourage young children's listening skills when singing a familiar song or reading a story. For example, by consistently using puppets and other props to fully engage their interest and attention.

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 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 visit.
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 three children aged 11, nine and four years in Chapeltown, Sheffield. Premises are accessible via a small step to the front door. The whole ground floor of the house, the bathroom on the

first floor and the rear garden are used for childminding. The family has fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder holds an appropriate early years qualification at level 3 and is currently working towards level 4.

There are currently eight children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- extend the use of puppets and other props to encourage young children to listen and respond when singing a familiar song or reading from a story book
- enhance opportunities for children to learn about people and communities. For example, make photographic books about the children in the setting and encourage parents to contribute to these, such as sharing images of family members, friends, pets or favourite people.

Inspection judgements

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

Children are happy and very content as they are well supported by this experienced childminder. She uses her good knowledge of the Early Years Foundation Stage to promote their learning and development. She has a secure understanding and knowledge of the children she cares for. Through the comprehensive observation and assessment of children's learning, she is able to plan effectively for the next steps in their development. Consequently, children continue to make good progress across all areas of learning. Starting points are clearly identified on entry and the good use of a development tracker allows the childminder to monitor children's progress. Therefore, any developmental gaps can be addressed and attended to, and children are suitably stimulated and challenged.

Teaching is good as the childminder engages children in good quality conversation. She asks mostly open-ended questions, promotes their thinking, and as a consequence, their vocabulary and language skills are being developed effectively. Children delight in chatting during their play. For example, they confidently search for different animals hidden in the

sand tray, such as a pig, hippopotamus and elephant. A child triumphantly holds up the animals when they find them, saying 'two zebras!'. Children readily count objects with the childminder and name colours as they talk about the red, green and blue dough. They enjoy watching and trying to catch the bubbles in the garden. The childminder introduces new words, such as 'burst' and 'popping' and demonstrates the meaning of the word as she plays alongside them. Children enjoy regular opportunities to sing songs and to read stories. For example, they take turns picking an object out of the rhyme time bag and singing the associated song. They eagerly join in with counting songs and enjoy making the appropriate animals noises when singing a song about a farm. As a result, they are learning to recognise and repeat sounds. However, the childminder does not consistently use puppets and other props to further encourage listening and responding for younger children when singing a familiar song or reading from a story book.

Children develop their creative skills as they delight in acting out roles of the adult. For example, making tea in the role play area and dressing and feeding dolls. As result, children begin to make sense of the world around them. In addition, they regularly participate in a wide range of activities, such as junk modelling, painting, gluing and sticking. For example, children made and decorated paper lanterns and snake pictures for Chinese New Year. Children learn to problem solve as they put together jigsaws and thoroughly enjoy fitting different pipes together in the garden. They develop skills in information and communication technology as they press buttons on the play till and use torches in the dens they make under the table. Therefore, children's thinking is extended and new skills are constantly being developed. However, some opportunities to extend children's awareness of people and the community around them are yet to be fully embraced. For example, by making photographic books about the children and encouraging parents to contribute to these, such as sharing images of family members, friends, pets or favourite people. The childminder encourages children to develop their physical skills by accessing the outdoor play area and going on trips to local parks and farms. Children delight in exploring the outside playhouse, tunnel and pop-up tent. They enjoy using buckets of water and paintbrushes to make marks on the fence. Children patiently take turns to jump on the trampoline and develop their coordination skills as they run, climb and explore how their bodies can be used. These skills are necessary for their future learning and, in particular, their emerging writing skills.

The childminder works closely with parents on their children's educational needs, and shares the record of their child's learning journey regularly. A detailed written summary of their child's development is provided for them. The childminder effectively uses information gained from parents to support children's overall learning and development, both within her provision and at home.

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

Children feel safe and secure with this warm and caring childminder as she forms secure emotional attachments with them. Their emotional well-being is further enhanced as she follows their individual routines for sleeping and eating to maintain an individual approach to their care. As a result, children show a strong sense of belonging and settle well. They move freely in the home and are confident in self-selecting resources for their play. This

supports them in developing good skills for their future learning and also means they are being well prepared for their transition to school and other settings.

Children enjoy effective opportunities to feed themselves at snack time as they develop their independence and self-help skills. For example, children enjoy spreading butter or cheese spread on their crackers, help to cut up their apple and engage in a positive social occasion. Children talk about the need to wash their hands and cleaning the table before snack. As a result, they learn about healthy lifestyles and good hygiene practices. Children benefit from regular outings to the local childminding group, music sessions and places of interest. These assist them in developing their confidence, independence and social skills, as they mix with other people and children. Children are supported in developing a secure understanding of safety issues. For example, the childminder clearly explains why they must not throw sand or run indoors and sets age-appropriate boundaries.

Children feel valued and special as the childminder responds warmly to them, ensuring they all receive good levels of individual attention. For example, she supports them as they play in the home corner, making sensitive suggestions to help them progress their play. The childminder has consistent strategies for promoting children's good behaviour. She helps young children to manage their feelings as she listens to them and allows them time to express themselves. As a consequence, children feel valued and their self-esteem is promoted. They are supported in working together as the childminder explains the need to share. For example, she sensitively intervenes to help them understand the need to share soft toys and other resources; therefore, children learn to manage their behaviour very well.

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

The childminder has a secure understanding of the safeguarding and welfare requirements, and children's safety is given a very high priority. She has a good knowledge of safeguarding procedures and knows the correct procedure to follow if she has concerns. Thorough risk assessments are carried out for the home and outings to ensure children's safety at all times. All required policies and procedures are in place, are robust and are reviewed regularly to ensure they support the care and learning needs of all children. These cover, for example, the procedures to deal with sick children, accidents and medication administration.

The childminder is enthusiastic and motivated. She closely monitors the children's progress in order to plan activities to challenge their skills and to help them make good progress in all areas of learning. She is committed to providing a quality service where the needs of the children and parents' views are taken into account. The childminder has critically reflected on the strengths and areas for improvement in her service. She evaluates her provision regularly through monitoring the activities she provides and by working closely with parents. She is committed to her own development and is currently undertaking an appropriate early years qualification at level 4. Support from other childminders and the local authority early years team enables the childminder to develop and improve her service to promote good outcomes for children. She has a secure

understanding of the importance of liaising with other professionals who share the care of the children attending. This ensures children experience continuity of care and supports good outcomes.

The childminder establishes good relationships with parents from the start, gathering information to help her meet their children's individual needs. Parents are well informed about the daily activities and care routines through daily verbal discussion and detailed daily care sheets. They contribute to their child's learning records and, therefore, a consistent approach to their children's learning and development is maintained. All necessary paperwork is in place, such as contracts and consent forms. Parents' views are highly respected and valued. They express their views regularly through discussions and by completing a parent questionnaire. Positive comments include 'My child loves coming here, he never gets upset and is excited to come' and 'You are friendly, professional, provide fun learning opportunities and respect my wishes'.

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	EY447562
Local authority	Sheffield
Inspection number	903682
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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