

Inspection date

15/03/2013

Previous inspection date

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 provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that support their learning and development.
- The childminder uses her secure knowledge of Early Years Foundation Stage to plan a range of interesting and stimulating experiences, which support children's interests.
- Planning for children's individual next steps and monitoring of their progression is secure across all areas of learning. As a result, all children are progressing well.
- Children's welfare is promoted. This is because the childminder has a good understanding of safeguarding children and gives high priority to their safety.
- Partnerships with parents and other providers are well established and effective and make a strong contribution to meeting children's needs.

It is not yet outstanding because

- The childminder sometimes focuses on the end product of baking activities rather than celebrating the children's work. This means that children give parents something they have not fully made themselves.
- There are less opportunities for children to use communication aids, such as Makaton, and they have fewer labels, signs and pictures in the provision. This results in missed opportunities to enhance children's communication and language development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main playroom used for childcare.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the two children present.
- The inspector observed all relevant documentation provided.
- The inspector interacted with the children throughout the inspection.

Inspector

Hayley Gardiner

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 eight and 13 years in a house in Sheffield. She uses the whole of the ground floor for childminding. She visits the local community with the children, including the local parks on a regular basis.

There are currently six children on roll. Of these, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, Monday to Saturday.

What the setting needs to do to improve further

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

- enhance further children's communication skills by introducing Makaton, signs, photographs and labels
- recognise and enjoy children's success in baking activities rather than wanting an end product.

Inspection judgements

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

Children are excited and motivated to learn. Their learning and development is enhanced by the childminder, who has a very good understanding of how to develop children's interests and with the recognition that they learn through play. The childminder has a secure knowledge of the Early Years Foundation Stage and how children learn, which results in them making good progress towards the early learning goals. Children have plenty of opportunities to access a wide range of quality resources, for example, a good selection of books, dressing-up and role play props. Children enjoy acting out scenarios taking place in their imaginary cafe, using a pretend till, money and food. Challenging experiences support their individual learning and development needs. The childminder regularly observes children in their play. Her observations are shared with parents, who as a result, understand their children's achievements and what they enjoy doing day-by-day. The childminder completes the progress check at age two years with parents. This ensures that they both have a good knowledge of children's progress in the prime areas of learning and development.

The childminder places a strong focus on helping children to acquire communication and language skills. However, the childminder has identified from precise assessments that some children need further support to develop their speech and language skills. Currently, the childminder develops children's communication and language skills through consistently talking to them during their play and daily routines, such as mealtimes. They also have included a word of the week into their routine, such as 'Kaboom' and 'Squishy'. She puts the knowledge, which she has gained from recent training into practice, for example, children are now offered props and puppets to enhance stories. However, there are fewer opportunities for children to use communication aids, such as, Makaton, labels and signs, to further enhance their communications.

The childminder supports children's physical and personal, social and emotional development well, in order to help them to make good progress in relation to their starting points. As a result, children are well prepared for school and their next stage of learning. The childminder plans activities children choose to help promote a range of skills. For example, coordination and mathematical skills are developed as children use a range of utensils, count, weigh and measure ingredients for a baking activity.

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

Children feel secure with the childminder, who takes time to gather information from parents about their child's likes, dislikes and care routines. She uses this information well to enable her to fully meet their needs. She responds to the children individually and gives meaningful praise, so that children feel they are special and valued. However, during baking activities, children's work is sometimes adapted by the childminder to ensure that there is an end product. This results in children's self-esteem being impacted upon and parents not seeing the real work their children have put into the activity.

Children's behaviour is very good and they play cooperatively together. They respond positively to the childminder's requests to help to tidy up, so that they learn to care for their environment. Children develop good self-care skills, for example, washing their hands independently. They practise routine hygiene procedures and learn the importance of hand washing. The childminder encourages children to develop healthy lifestyles with a good focus on outdoor activities, including visits to the local parks. Through this, they learn to take manageable risks as they use the large play equipment, for instance, when climbing and balancing. Children have good opportunities to socialise with others as the childminder takes them out into local community and on occasion, the toddler groups. This helps to develop their understanding of the need to share, take turns and play, as well as preparing them for different transitions in their life, such as starting nursery or school.

Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to sit on their bottoms on the chairs at the table, so that they do not fall off. Fire drills are in place ensuring that everyone is aware of what they need to do and the premises can be swiftly evacuated in an emergency.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is aware of the importance of assessing and monitoring the planning and delivery of the educational programmes. There are well-written policies and procedures in place. These support the management of her setting and demonstrate a good level of understanding of the safeguarding and welfare requirements. This results in children being well protected and they receive good quality care in a well organised environment.

The childminder monitors children's progress well and has a very good awareness of their abilities and skills. The well thought out planning helps her to ensure that she covers each area of learning with a balance of adult-led and child-led activities. The childminder is aware that children develop at their own rate and values their own ideas and thoughts. Areas used by children are well organised and the layout of the downstairs of the home allows them to move around the premises freely and safely. A very good range of resources is available to the children and these are easily accessible and age-appropriate.

The childminder demonstrates a good understanding of the strengths and areas for improvement within her provision. She involves parents by including their views, which she gathers through parental questionnaires, showing that their opinions are important to her and valued. The childminder is positive and proactive in swiftly acting upon any suggestions from parents. For example, parents made a suggestion and requested more organisation in the storage of their children's belongings. Following this, the childminder put in place boxes for children's belongings, so that parents could more easily access them at the time of collection.

The childminder communicates well with parents through discussion and by providing them with weekly diary books, which are illustrated with photographs. These books help to keep parents informed about their child's day and individual routines. In addition, the childminder provides parents with emails, text messages and the opportunity to engage in informal discussions. This helps to keep parents up to date about significant information and allows them to contribute information about their child. In turn, this promotes consistency for children in their care and learning. The childminder has a good understanding of her responsibility to work in partnership with other childcare providers and professionals to aid learning opportunities for children. She has strong links with the local school and has made contact with the children's private nursery. These links enhance children's learning by providing opportunities for the childminder to moderate her assessments with other key professionals and learn new things about the children from a different setting.

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 action. 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	EY451480
Local authority	Sheffield
Inspection number	883762
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	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, which are usually the childminder's 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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