

Inspection date

09/04/2013

Previous inspection date

19/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 demonstrates a thorough understanding of how to promote children's learning and development, and her practice is consistently good. The childminder completes timely and precise assessments of children's progress and uses these according to ensure children continue to make good progress.
- Children develop good communication, language, physical and social skills because the childminder has high expectations of all children.
- The childminder provides a warm and welcoming environment where children form secure attachments and learn to be independent.
- High priority is given to the safety and well-being of all children, and their behaviour shows they feel safe.
- The childminder has developed professional working relationships with others and this ensures that appropriate interventions are for individual children with identified needs.

It is not yet outstanding because

- There are fewer opportunities for children to explore and learn how to use more advanced information technology, such as computers and programmable toys.
- Background noise occasionally prevents younger children from becoming more deeply involved in their chosen activity.

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 and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records.
- The inspector looked at a range of other documentation including policies, procedures, risk assessments, and evidence of household members suitability.
- The inspector looked at recording systems that included accidents, concerns, medication and children's attendance.
- The inspector took account of information included in the self-evaluation, and information provided to parents about the provision.

Inspector

June Rice

Full Report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Hexthorpe, near Doncaster. The whole of the ground floor, the bathroom on the first floor, and the rear garden are used for childminding. The family has a pet cat. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, three 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 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and the Pre-School Playgroup Association. The childminder supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- help children concentrate for longer and become more deeply involved in the chosen activity, for example, by limiting background noise.
- increase opportunities for children to find out about, and learn how to use more advanced information technology, such as computers and programmable toys that will extend their learning.

Inspection judgements

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

The childminder demonstrates a very good knowledge and understanding of how children learn. Her planning covers all seven areas of learning and takes account of children's individual learning needs. The childminder accurately identifies the development bands that children are working within, recognising where children are exceeding expectations, and where children need more support. This is achieved by analysing the observations recorded in children's development files. On the whole, the childminder effectively uses the information to plan a good selection of play and activities, both indoors and outdoors, that successfully promote children's learning. These plans are very flexible as the childminder often follows the children's leads and interests. This shows that children are confident to take the initiative, reassured by the childminder's interest in what they are doing. The childminder skilfully guides children and times her intervention well in order to

offer meaningful support. The childminder has high expectations of all children and her practice is consistently good. She provides good levels of support for children with special needs, working closely with parents to engage with other professionals and identify strategies to promote their development. Her good use of listening and observation skills ensures that activities are adapted accordingly to improve learning. For example, when children begin nursing a doll during imaginative play, the childminder shows her interest by acknowledging that they are 'hugging the baby'. She then skilfully brings in counting, colours and simple words which children repeat enthusiastically. She attracts children's interest by pointing to, naming and counting buttons. Children smile brightly as the childminder praises them for their counting. This activity is simply extended by a conversation about flowers on the doll's t-shirt. Children look for, and find flowers on their own t-shirt. They are encouraged to differentiate and name the different colours of pink and blue.

In order to get children ready for school, the childminder supports children in developing good skills in personal social and emotional development, physical development, communication and language. The childminder promotes the development of language skills by encouraging children to extend their sentences, for example, she says "shall we put your socks back on, it's a little cold?" and children reply "socks". The childminder says simply "put socks on" and children smile as they repeat this while holding out the sock. The childminder provides opportunities to use and learn about their local community. They go for walks and use the local park where they develop their large motor skills while running and climbing. Children learn to understand what will happen when they press buttons and turn knobs on mechanical toys but opportunities to explore and learn how to operate more advanced technology is limited. The childminder provides activities where children learn about different countries and their festivals. Positive images are presented through multicultural resources, such as books in different languages and dolls. The childminder acknowledges children's achievements. This develops their good self-esteem and enthuses them to be good learners.

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

The childminder promotes good care practices to ensure that children are happy and settled and she promotes good health and well-being. Children benefit from fresh air and physical activity while in the garden, for example, they are encouraged to play skittles and football, and they plant and care for flowers and vegetables. The childminder provides a healthy balanced diet that includes light sandwiches and hot meals. Children help to pick, wash and prepare fruit and vegetables from the garden to use in their meals and snacks, which helps them understand where food comes from and healthy eating habits. Parents are informed about what their children eat and drink on a daily basis, and the childminder has a system to record special dietary needs and/or allergies to ensure individual needs are followed. Children enjoy their snack of fresh fruit and independently help themselves to a drink of juice when they are thirsty. Good hygiene practices are well implemented and understood by children, for example, they wash and dry their hands before meals and after using the toilet. The childminder ensures they use a bacterial gel at other times.

Children are friendly and well behaved. They are taught to develop an understanding of

dangers and how to stay safe through their daily routine, activities and boundaries. For example, the community policeman visits to talk about road safety and stranger danger. They also join them on walks around the village. Members of the fire department invite them to visit the fire station and learn about safety around fire. Children are familiar with the well-planned environment in which they move freely and confidently. Children show through their body language that they are happy, safe and secure. They approach the childminder when they want a cuddle, and when they are tired.

The childminder gives priority to providing an environment that enables children to build on their existing skills. The childminder has ensured that children can select and use activities and resources independently. Children make choices about what they want to do, and respond well to the childminder's well-timed interventions. Children develop a good disposition to learning but background noise is sometimes a distraction. This occasionally hinders younger children from becoming fully immersed in their chosen activity. The childminder has developed good working relationships with parents and other early years providers. Parents are encouraged to provide information about children's home care routines to ensure that these remain familiar. They are also provided opportunity to contribute to the record of their children's progress. Information about children's progress and individual needs are effectively shared on a regular basis with other settings. This helps to promote continuity of their care and support for their learning.

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

The childminder gives the highest priority to safeguarding. Robust systems enable the childminder to work in close partnership with parents and others to safeguard children. The childminder demonstrates a good understanding of child protection and she is very confident in her ability to implement safeguarding procedures in order to protect children. There is a clear procedure for safeguarding that is provided to parents in their formal information booklet. It includes clear guidance on the procedures to be implemented in the event of a child protection concern being identified. The childminder provides parents with details of how she ensures her environment, resources and equipment remain suitable for purpose. She carries out visual risk assessments on a daily basis to ensure she identifies possible hazards and takes appropriate action to eliminate or reduce any risks. For example, broken toys and equipment are disposed of. All required documentation is in place to ensure children's safety and welfare.

The childminder's routines help children to become familiar with the nursery and schools they will move to. Their daily trips to these settings with their friends help them get to know the staff and the environment. The childminder encourages parents to receive home visits from teachers and accommodates the home visit at her own setting when this is not possible. This helps the children's transition to other settings to run smoothly. She also works closely with parents in their efforts to obtain additional support for their children where needed. The childminder has a level 3 qualification in childcare and has attended numerous workshops, more recently updating her understanding of the revised legal requirements. The experience and knowledge gained from training is effectively

incorporated into her practice to continuously develop the quality of provision and experiences for children. The childminder demonstrates a commitment to maintaining the quality of the care and learning that she provides. The childminder has taken appropriate steps to address actions and recommendations following her last inspection. This has ensured she meets requirements and has improved the systems for observing and assessing children's progress, and for recording concerns, compliments and complaints. The childminder also has a valid first aid and food hygiene certificate, and public liability insurance.

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 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	317773
Local authority	Doncaster
Inspection number	819076
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	19/05/2009
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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