

<b>Inspection date</b>	04/04/2013
Previous inspection date	19/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 has a good awareness of how young children learn, which ensures that all children make good progress in relation to their starting points.
- Effective promotion of children's personal and social development is reflected in the warm, caring relationships that exist between them and the childminder.
- Good use is made of all available space so that children can spread out with their choice of resources, moving around freely and using them in various ways to develop an idea and extend their imaginative play.
- The childminder has a sound understanding of how to promote the health and safety of the children in her care. Safeguarding procedures are secure. As a result, children are well-cared for and protected.
- The childminder regularly takes the children to local groups within the community to help them socialise with others and to be well prepared for their move to school or another setting.

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

- There are fewer opportunities for younger children to explore open ended and natural resources in every day play.

## 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 play rooms used for childcare.
- The inspector spoke with the child minder at regular intervals throughout the inspection and made observations of the two children present.
- The inspector observed all relevant documentation provided.
- The inspector spoke to the children throughout the inspection.

## Inspector

Hayley Gardiner

## Full Report

### Information about the setting

The child minder was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one child aged 10 months old in a house in Sheffield and uses the whole of the ground floor and the rear garden for childminding.

She visits the local shops, parks and library on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, of whom, all are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday.

### What the setting needs to do to improve further

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

- strengthen children's understanding the world, for example, by providing opportunities for children to access and explore open-ended resources, such as heuristic play daily.

## Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning to fully support all children's development. Effective monitoring of these ensures that all aspects are included successfully. Overall, she plans well to meet children's individual needs and involves parents in their learning and development. Individual learning files are in place for all children, and these include photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder works closely with parents to support children's learning from the start. On-going discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress. This, joined with the childminder's positive engagement and interaction with children, helps to combine their learning, particularly in their prime areas of development; showing the quality of teaching is good. Assessment is used effectively to plan for their next steps in learning and, as a result, the childminder includes suitable activities, experiences and challenges. She uses effective observations and collects lots of varied evidence to inform her planning.

Children develop their creative and thinking skills on a daily basis where interactions challenge the children effectively. However, younger children have few opportunities to explore open-ended resources and heuristic play freely within the provision. This results in children missing out on key learning opportunities for exploring objects that can be used, moved and combined in a variety of ways. The childminder speaks to children constantly about what they are doing, talking expressively to them as a matter of routine. She encourages children to extend their vocabulary through questioning and explanation as they gain confidence in constructing sentences. Younger children enjoy babbling, increasingly experimenting with sounds, and creating personal words. The childminder listens actively to the different messages young children are trying to convey. She then repeats and models the language to help them build sentences.

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 they learn to care for their environment. All children are able to easily access resources and equipment as they are stored at low-level, promoting the development of their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about a wider society; they use resources that reflect positive images of a wider world, such as, dolls, dual language books, play figures and dressing up clothes. The childminder has made some books about people who wear glasses, as a child in her care has worn glasses from a young age. He talks about his glasses freely and knows these will help his eyes. Children take part in activities and learn about different festivals and celebrations, such as, Easter and Chinese New Year. 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.

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

Children settle well because the childminder takes time to find out about the children's preferences, needs and routines. For example, information is exchanged in the form of an 'All about me' sheet to ensure that specific dietary needs and allergies are catered for and that any medical needs are known and accurately met. This helps to ensure care is consistent so children make the transition from their home into the childminder's care with ease. 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 meal times so that they do not fall off or choke. 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 childminder is a good role model and follows well-established hygiene routines. The children develop good self-care skills, for example washing their hands independently. They practise routine hygiene procedures and learn the importance of hand washing. Parents send children food and snacks into the setting. The childminder provides fresh drinking water and juice for the children in their individual drinking cups.

Children enjoy their experiences in the childminder's home and gain positive attitudes that will help to support their move to pre-school and eventually school. Children form genuine

bonds with the childminder. They are respected as individuals and treated with thoughtfulness. This effectively supports their emotional security and as a result, children feel special and develop secure relationships with the childminder, demonstrating that they enjoy their time with her. For example, children confidently seek support as required and naturally include the childminder in their play and discussions. The childminder has clear expectations for children's behaviour and as a consequence children begin to learn about right and wrong and understand quickly what is acceptable. Children play well together, with younger and older children enjoying their time together. Children regularly visit toddler groups and explore a suitable range of 'messy play' and develop their social skills in group situations. This helps to prepare them for the move to school.

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

The childminder meets her responsibilities in upholding the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. She has undertaken training in child protection to ensure her knowledge of the signs, symptoms and the reporting procedures are secure. Her husband occasionally acts as an assistant; he knows the children well and he is fully informed of the childminder's methods of protecting children and meeting their needs. All parents are aware of the assistant and permission is in place for him to care for the children alone for short periods of time. The childminder frequently meets with other childminder's in the area to share ideas and to help children's friendships grow. The childminder completes appropriate records for the efficient management of the early years provision. This includes suitable risk assessments for her home and while on outings. Therefore, children are safeguarded effectively.

The childminder monitors children's progress well and has a very good awareness of their abilities and skills. Overall, 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 children's 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 evaluates her practices and makes future plans concentrate on improving the provision for children. For example, she identified a need to have an improved outdoor provision and has put plans in place to develop the space effectively for children. She has a good awareness of her strengths, such as, encouraging developing children's communication and language development through the enjoyment of stories and singing. The childminder is also developing her self-evaluation systems to include parent's questionnaires and feedback into this process. The childminder is dedicated to improvement of the setting. The childminder is keen to complete training to update her knowledge and skills.

Partnerships with parents are well established, ensuring children's overall development is effectively enhanced whilst meeting their needs and supporting smooth transitions to

nursery or school. Parents are able to share information about their children with the childminder and they discuss children's progress when dropping off and collecting their children. The childminder takes care to ensure that children are supported to settle happily with her by arranging visits for parents and children prior to the children joining the setting. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities; she has established links with local agencies and schools to support all children to ensure continuity of care and learning for all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY407238
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	906870
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/11/2010
<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, 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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