

<b>Inspection date</b>	13/05/2013
Previous inspection date	29/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder has a clear understanding of safeguarding procedures, which helps to safeguard children.
- Practice is generally sound and the childminder has reasonable expectations of all children. This ensures children make satisfactory progress.
- The childminder uses information shared by other settings children attend to plan activities. This enables children to continue with projects they are interested in.
- The well-being of children is promoted effectively. This enables children to form secure attachments.

#### **It is not yet good because**

- The childminder does not consistently use the information from observations and supporting guidance to effectively plan experiences for children that are sufficiently challenging.
- Evaluation of practice lacks rigour and does not take account of the views of parents or children.
- There is scope to improve the information shared about what children can do during transition to another setting.

## 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 conservatory and outside play area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector looked at, and discussed the childminder's improvement plan.
- The inspector looked at a range of other documentation including the childminder's policies and procedures, recording systems and children's information.

## Inspector

June Rice

## Full Report

### Information about the setting

The childminder was registered in 2008 and she is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 10 years in a house in Thorne, near Doncaster. The whole of the ground floor and the bathroom on the first floor are used for childminding. Children have access to the rear garden. The family has a cat and a chicken 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.

There are currently three children on roll, one of whom is in the early years age group, and they attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds an appropriate early years qualification at level 2.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress
- use the views of parents and children more effectively to inform the plans for improvement, so that the drive to improve is strengthened and practice is clearly targeted to help children reach the highest levels of achievement.

## Inspection judgements

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

The childminder has a sound knowledge and understanding of how children learn and she has reasonable expectations of all children. Children are continuing to develop their skills in personal social and emotional development, physical development and communication and language, through teaching that is instinctive. This helps children get ready for school. Children show an interest in the resources and activities provided but these are not consistently challenging and the childminder sometimes fails to accommodate their interests. For example, during imaginative play children request clothes to iron but these are not provided and children lose interest. This means children are sometimes unable to extend their own learning. The childminder encourages general conversation; she repeats their sentences sometimes extending them with extra words which children then repeat. Consequently, children are developing their communication skills. Planning broadly covers all seven areas of learning, though the next steps in children's learning are not always clear. The childminder identifies what children can do through observations, and plans a reasonable variety of activities and experiences, that often link to what children are learning at other settings. However, the childminder is not making best use of supporting guidance, such as Development Matters in the Early Years Foundation Stage, to extend children's learning. Consequently, activities and experiences do sometimes lack challenge, which impacts on the progress children make.

Systems in place to promote partnerships with parents are generally effective. Parents are encouraged to share information about children's home care routines, and to look at their children's development records. Children regularly take their work home including pictures and seeds they have planted. This helps parents gain an understanding of what their children are learning. Partnerships with other settings have scope for improvement. The childminder has introduced herself to the settings children attend. She makes reasonable use of information they provide about current themes at school to help with her planning, but she does not share information about children's development with new settings. This does not help them develop a complete picture of what children can do.

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

Children are happy, settled and well behaved. They are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. This helps them behave in ways that are safe for themselves and others. Children move freely and confidently. Children show through their body language that they feel safe and secure; for example, by including visitors in their play. Children's health and well-being is sufficiently promoted by the childminder. For example, children are provided with opportunities to play outside and use a variety of outside play equipment, such as the tree house, bikes and trampoline. They go on walks within the local community and use local playgroups. This teaches the children about the importance of fresh air and exercise, and helps them to develop their personal, social and emotional skills as they learn to join in with other children. Children are able to help themselves to drinks and fruit for snacks. The childminder has systems in place to record special dietary needs and/or allergies and implements an exclusion policy for children who are infectious in order to protect others. Children wash and dry their hands thoroughly before snacks, after using the toilet, and after searching the hen coup for eggs. This helps children learn the importance of good hygiene practices.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She is confident in her ability to implement procedures effectively in order to protect children. Risk assessments are recorded and identify possible hazards and the action taken by the childminder to reduce risk within the setting and during outings. This means that children are kept safe. All required documentation is in place and includes procedures to be implemented in the event of lost, uncollected children and safeguarding procedures. Since her last inspection, the childminder has achieved an early years qualification at level 2. She obtained written parental consent to seek any necessary emergency medical treatment or advice, and improved facilities in the bathroom for children to use. This has improved children's health and well-being. The childminder has also devised a system to monitor her provision, however the main focus is around professional development. It does not include any evaluation of the impact of the educational programmes on children's learning, or include parents and children in the process. The childminder has current first aid, food hygiene and safeguarding certificates. There are no children who attend that require additional support. The childminder is aware of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families should they need it. Overall, the childminder has developed her working partnerships with children's parents and this ensures that information is shared informally through daily discussion.

### **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>	EY376611
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	821418
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/11/2011
<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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