

Inspection date

11/04/2013

Previous inspection date

17/08/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 provides a very warm, welcoming and stimulating environment, in which children are very secure, happy and confident.
- The childminder has a very good understanding of how children learn. She records children's starting points in each area of learning and uses this information, together with children's interests, to plan challenging activities. This helps ensure children enjoy their learning and, as a result, they make good progress.
- The childminder monitors children's development in close partnership with parents and other professionals, and provides additional support if required. As a result, all children receive consistent support, in order to make best progress.
- The childminder is very knowledgeable about how to keep children safe. She uses comprehensive risk assessments and provides a safe environment for children.

It is not yet outstanding because

- There is room to do more to help young children understand that words have real meaning, for example, by labelling storage and displaying signs.
- Opportunities to further promote children's very good physical development skills, by providing a wider range of large play equipment that can be used in different ways, have not yet been fully embraced.

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 care routines in the two main playrooms and outside play area 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 took account of the views of parents spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a childminder, and her child aged nine years in Thorne, near Doncaster. The premises are accessible via a small step to the back door. The whole ground floor of the house and the rear garden are used for childminding. The family has three rabbits 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 nursery. There are currently 24 children on roll, 12 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She holds an appropriate early years qualification at level 4 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's understanding that words have meaning, both indoors and outside, by displaying words with pictures, such as labelling storage boxes to show what they contain, or using signs to name things
- provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes and pipes.

Inspection judgements

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

The childminder is very well qualified and experienced, and has high expectations for the children she cares for. When families first start, she asks parents what their children like doing and what they can do. She uses this information very effectively to record children's starting points. As a result, she has a robust understanding about individual children's interests, developmental stage and ways they like to learn. The childminder tailors activities and resources to provide interesting and challenging activities for each child. She continues to observe children to assess their developmental stage and interests, and regularly records what children have done using photographs and notes. Parents also add

notes to the profile about similar activities that their children have done at home. They stay and discuss their children's development at pick-up times. In these ways, the childminder and parents work very closely together to plan future activities to accurately reflect children's needs and interests. In consultation with parents, the childminder produces a detailed written progress check at age two. She monitors children's rate of progress towards the early learning goals closely, so she can identify any situations where further intervention may be necessary. She works extremely well with other professionals in order to provide for children who need additional support. This means all children make good progress towards the early learning goals.

Children learn very well because the childminder teaches them while they play. For example, children select large chalks to draw on the patio outside and decide to draw a face. The childminder encourages the children to think and talk what they need to draw to create a happy or sad face. Children eagerly talk about the two eyes and wide smiley mouth they need as they talk about things that make them happy. This helps children to understand how people feel and to develop empathy towards others. Children develop very good communication skills. The childminder uses talk to describe what children are doing. For example, when playing in the sand tray, she holds up different sized shells and encourages children to identify and group them into small, medium and large piles. The childminder reads them books that include repetition and rhyme. She accepts and repeats children's utterances clearly and sensitively, and asks them questions that encourage them to think.

The childminder understands the importance of developing children's physical skills. They have daily opportunities to play in the well-resourced garden or at a wide variety of local nature parks. This ensures they develop skills, such as balancing and coordination. Children experiment in moving in a variety of ways as they ride wheeled vehicles, fill a wheelbarrow with coloured balls and use paintbrushes to make marks on the fence and walls. However, some opportunities for children to explore a wider range of portable equipment that they can use to create their own structures, such as milk crates, tyres and large cardboard tubes, are yet to be fully embraced. Children learn to use tools and materials effectively as they experience many opportunities to be creative. For example, they eagerly help the childminder to make sundried tomato bread, play with cornflour and experiment with a wide variety of art and craft materials. In this way, they learn new techniques and practise using their fingers to control pencils, crayons and brushes. The childminder also teaches children more specific skills. For example, when children are playing in the sand tray, she encourages them to use their fingers to write their name, effectively identifying letter names and sounds. Children also learn to recognise their names, as these are labelled on their coat pegs. These opportunities help children develop a good understanding of reading and writing. However, some opportunities to extend children's understanding that words have meaning have been overlooked, such as labelling storage and using signs. Children develop a very good understanding of technology as they operate a wide range of toys with buttons and switches. They learn good mathematical skills as they count in everyday play and learn to solve problems as they put together jigsaws. Children learn about their world because the childminder takes them on an extensive range of weekly trips to exciting places, such as a train museum, farm parks and local woodlands.

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

The childminder provides a calm, caring and welcoming environment for children and their families. As a result, children are very secure and happy in her care. The childminder is perceptive and values children's decisions. She works alongside children, sensitively encouraging and supporting them, while encouraging their independence. Children have developed strong and positive relationships with the childminder and her co-childminder. They are confident and enjoy sitting close to the childminder while playing.

The childminder encourages new parents to visit with their children and stay and play for a number of sessions. This means she can get to know the families well, before she starts to look after the children. It also helps ensure a smooth transition for children from home to the childminder's care. She uses these sessions to exchange important information. This helps the childminder work with parents to provide consistent care, and allows children time to build very strong relationships with her. The childminder observes children closely. In this way, she accurately identifies their interests and stage of development. This ensures that children have an extremely high sense of well-being, and this helps them develop confidence, self-motivation and a love of learning.

The environment has a very homely feel. The childminder provides a range of soft cushions and child-sized table and chairs. The wide range of toys and equipment are safe and are chosen because of children's interests and to promote all areas of learning. Most resources are stored in accessible storage boxes, and this means children feel welcome and can work independently. The childminder promotes children's health very well, supported by robust policies, records and practice. Children are encouraged to keep themselves healthy and safe. For example, older children regularly help themselves to water and they know to wash their hands before eating or baking activities. The childminder provides a varied diet of healthy meals and snacks, such as banana, melon, yellow pepper and cucumber slices. The childminder clearly explains why children must not throw sand or run indoors, and sets age-appropriate boundaries so they learn about safety and good behaviour.

There is an enclosed garden which children enjoy playing in on a daily basis. As a result, children get plenty of fresh air and exercise to support their good health. The childminder regularly meets up with other childminders. This gives children plenty of opportunities to play with other children and develop their social skills. The childminder also takes children on weekly trips to places of interest. This gives them excellent opportunities to experience different surroundings. It also enables them to exercise and increases their sense of well-being. The childminder is highly effective in ensuring children are familiar with the local school and nursery. This means they are very confident when they transfer to their next stage of their education.

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

The childminder is very experienced, enthusiastic and motivated. She has a number of relevant qualifications and is committed to reviewing the strengths and areas for

improvement in her practice, and that of her co-childminder. She evaluates her provision regularly through monitoring the activities she provides and working closely with parents. The childminder attends further training courses to enable her to keep up to date with current requirements. She is very knowledgeable about the safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage and understands her responsibility to keep children safe. For example, the childminder ensures that her home is welcoming, clean and safe so that children enjoy their play and learning. 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. The childminder has a comprehensive range of written policies and procedures which help her care for children well, and keep parents fully informed about her childminding practice.

The childminder has a robust understanding about her responsibility to meet the learning and development requirements and has high expectations of all children. The childminder has effectively addressed the recommendation identified at the last inspection. For example, she now maintains a monthly log of all emergency fire evacuations and tests, which help promote children's safety and well-being. The childminder monitors children's progress in all areas of learning using 'Development Matters in the Early Years Foundation Stage' guidance and through discussion with parents. She is, therefore, using an effective cycle of observation, assessment and planning to ensure children continue to make good progress. The childminder can also put in place appropriate interventions if children need additional support.

The childminder establishes very positive relationships with parents from the start to help her meet their children's individual needs. Parents are extremely well informed about the daily activities and care routines through daily verbal discussion, detailed daily dairies and comprehensive newsletters. They contribute effectively to their child's learning records and, therefore, a consistent approach to their children's learning and development is maintained. Parents' views are highly respected and valued. Positive comments include 'My child loves coming here and it makes it easier for me to leave them knowing how happy they are' and 'I highly recommend both childminders, we have not looked back since starting a year ago'. The childminder and her co-childminder have developed excellent links with the local school and nursery to ensure children are extremely well prepared at times of transition. For example, they have established a regular, fortnightly session in which children visit the school, meet the teacher and play with the resources. This ensures pre-school children become familiar with their local school, and this helps them settle into school quickly and take full advantage of their next stage in learning.

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	EY276565
Local authority	Doncaster
Inspection number	907571
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	24
Name of provider	
Date of previous inspection	17/08/2011
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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