

Inspection date

06/06/2013

Previous inspection date

19/01/2009

The quality and standards of the early years provision

This inspection:

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 2

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

- Children are happy and relaxed within the warm and welcoming environment that the childminder provides. This helps them to settle quickly and enjoy their experiences.
- The childminder provides ongoing support and praise to children as they play and explore. Therefore, children are confident to try out new skills.
- Positive relationships with parents build up through daily discussions about children's care and development. This helps provide continuity of care for the children.

It is not yet good because

- Observation and assessment is not used consistently enough to accurately plan for children's future learning so that they make good, rather than satisfactory, progress.
- Parents are not fully encouraged to share information about children's development on entry, or to share ongoing details about what their children achieve at home, so that there is a collaborative approach to children's learning and development.
- Self-evaluation is not yet completely effective in helping to raise the overall quality of practice and the levels of children's 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 taking place in the kitchen, dining room and conservatory.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Susan Wilcockson

Full Report

Information about the setting

The childminder was registered in 1989 and is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. She lives with her husband in an end town house in a suburb of Sheffield. The whole of the ground floor of the childminder's house and first floor toilet facilities, is used for childminding and there is a fully enclosed, small garden available for outside play. Care is offered Monday to Friday all year round. The childminder currently cares for six children, of whom, four are in the early years age group. The childminder attends the local parent and toddler group with children. The family has three dogs, three rabbits, two guinea pigs, a tank of fish and small caged birds. The childminder is a member of the Professional Association for Childcare and Early Years. She has completed an early years qualification at level 3.

What the setting needs to do to improve further

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

- improve observation and ongoing assessment of children's learning and consistently use these observations to identify and plan children's next steps for their learning to ensure they make good progress in their development.

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

- promote a more collaborative approach to children's learning and development, for example, by encouraging parents to share information about their children's development on entry as well as ongoing information about children's achievements at home
- develop further effective procedures for self-evaluation in order to devise a clear and successful improvement plan to demonstrate how identified areas for development will support children's achievements over time.

Inspection judgements

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

The childminder offers a welcoming environment where children enjoy a range of activities which interest them and satisfactorily support their learning. She takes account of their individual interests and needs by ensuring children are able to choose their favourite toys and activities. The childminder has a suitable understanding of how to promote children's

learning and development and the resources provided help them all make suitable progress. However, observations and assessments of what children can do are not undertaken consistently or used fully effectively to identify what they need to learn next. This prevents the childminder from planning activities and experiences that are specifically targeted at meeting children's individual learning needs well. Consequently, although children make satisfactory progress in their learning, the educational programmes are not secure enough to ensure any gaps in learning are effectively addressed. Planning is very much child-led but is balanced with some adult-led activities, for example, baking.

Daily verbal feedback keeps parents informed about the care routines and the activities their children participate in. However, the childminder gathers less information about what parents know their children can do developmentally on entry to her care. This has an impact on the effectiveness of initial planned activities in supporting children's learning. Also, parents do not have many opportunities to share information about their child's learning at home, in order for the childminder to use this when planning activities to fully support their progress. The childminder is aware of the progress check at age two and the need to complete this when the children in her care reach the required age.

Children receive praise and encouragement, which supports their self-esteem and confidence and helps them develop skills they need for future learning. For example, the childminder extends their mathematical understanding as she encourages children to consider the shapes made with the dough. This enables the child to make comparisons with shapes in the environment as she speaks about 'pizza slices' and 'cheese triangles'. Children's spoken language is sufficiently developing because the childminder engages them in purposeful conversation throughout the day. She talks to them about what they are doing, questions children effectively and gives time for them to respond. This also supports children's critical thinking. For example, one child extends her thinking as she talks about the food she enjoys at home and about her family, telling the inspector 'I'm mummy's little sunshine'. Younger children's emerging language is supported as the childminder repeats words spoken so they can hear the words and pronunciation clearly.

Children benefit in their learning and development from regular visits to the local toddler group where they have opportunity to play with other children and explore a wider range of toys. These visits help prepare children for when the time comes to attend other early years settings, such as school, as they mix and gain confidence being with less familiar children and adults.

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

Children and their families are invited to attend settling-in visits. This process supports children who are then happy and content while left in the childminder's care. The childminder provides a calm environment and displays genuine concern for the children. Good, warm and caring relationships between the childminder and children are evident. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement.

The childminder supports children's awareness of risk well, through gentle reminders of

potential dangers and how to manage them. For example, she reminds children to be careful putting the dough near their face as it is salty and might make their eyes sting. Children's behaviour is well managed in a way that effectively supports their level of understanding through boundaries and positive strategies. The childminder is a good role model and children learn about expected behaviours and respect for each other.

Children's health and safety is promoted well. Children are supported to learn about managing their own personal needs with suitable support. For example, the childminder provides a small step to enable children to wash their hands at the sink, promoting their independence and self-care. Children enjoy healthy meals and snacks which contribute to their good health and well-being. Arrangements for meals are discussed with parents so that their preferences and requirements for their children, are fully met. A requirement from the previous inspection was to carry out regular fire drills to promote children's safety. The childminder has implemented this and keeps records of the drills carried out. This ensures that children understand about their own and others safety in the event of an emergency.

The childminder provides a good range of resources that are age appropriate. She has an understanding of the interests of the children and ensures that children can initiate their own play and learning. Children are confident to move freely between the rooms selecting activities of their choosing. Children develop social skills as the childminder regular visits local community toddler groups. These trips help prepare children for their transition to nursery and school.

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

The childminder has a sound knowledge of child development. She is aware of the changes to the Early Years Foundation Stage Framework and is beginning to link the aspects from the prime and specific areas of learning and development to her observations. However, observations and assessments are not undertaken regularly which impacts on the childminder being able to clearly identify gaps in children's learning and development.

The childminder has introduced a system of self-evaluation to review and evaluate her practice, but this is still in the early stages of development. She has also carried out an audit of her environment with her local authority improvement officer but has not yet developed an action plan to address areas for improvement identified. The views of parents are sought through questionnaires and this helps to ensure that any future improvement reflects their opinions and needs.

The childminder implements clear policies that promote children's welfare and safety, which she shares with parents. She has a suitable understanding of safeguarding issues and is aware of the procedures to follow if she has concerns about a child in her care. The childminder understands how to report any concerns to the appropriate agencies. Children are protected in the event of an accident because the childminder has a current paediatric first aid certificate. The childminder has a written risk assessment detailing her home

environment as well as trips and outings, which ensures that potential risks to children's safety are identified and minimised or removed.

Parents are positive about the care their children receive with the childminder, trusting her implicitly. Information about children's care and the activities they have participated in are shared verbally each day. Parents fill out suitable registration and consent forms so that the childminder has the relevant details in order to satisfactorily meet children's needs. The childminder takes children to, and collects them from, local nurseries and schools. She exchanges basic information with these settings. For example, she speaks regularly with the key person in the nursery to support a child's settling in period. She keeps this information in the child's file so that she can refer to it to ensure continuity. The childminder has recently completed an early years qualification at level 3 and is awaiting confirmation that she has achieved this qualification. She has also recently updated her safeguarding knowledge and food safety certificate. This demonstrates the childminder's commitment to her own professional development.

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	300426
Local authority	Sheffield
Inspection number	818604
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	19/01/2009
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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