

Inspection date	15/05/2013
Previous inspection date	21/10/2009

The quality and standards of the early years provision	This inspection:	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 observes children in their play, clearly identifying their next steps and making accurate assessments of the progress in their learning and development. Therefore children make good progress.
- The childminder constantly talks to children, engaging fully in their play and asking age-appropriate questions that secure and consolidate their learning in all areas.
- Solid partnerships with parents have been formed and information about their children is shared effectively. This ensures they are kept well informed of their children's learning and development.

It is not yet outstanding because

- Younger children have fewer opportunities to clearly communicate their requests about toys and activities to expand their active learning skills.
- The childminder is less supportive in promoting how children recognise and make connections in routines, in preparation for their school readiness.

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 children engaging with the childminder and involved in activities within the setting.
- The inspector spoke with the childminder, children and parents during the inspection and carried out observations of the childminder's practice.
- The inspector looked at children's information, their development records and a selection of other required documentation including the safeguarding policy and procedures.

Inspector

Karen Byfleet

Full Report

Information about the setting

The childminder was registered in 1998 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two adult sons in a house in the Hillsborough area of Sheffield. The family home is within reach of bus and tram routes and local schools and parks. The whole of the ground floor is available for childminding, and there is an enclosed garden for outdoor play.

The childminder has completed basic training including first aid and child protection and updates her knowledge through the local authority. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll; six are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. She is open all year round from 7am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- expand the development of active learning skills for the younger children, for example, by enabling them to freely choose their activities and to see what is available for them to play with by introducing a photographic choice book
- help children to recognise and make connections in their experiences and routines in preparation for them moving on to school, for example, by putting on their own aprons when participating in craft activities.

Inspection judgements

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

The childminder has good knowledge and understanding of the Early Years Foundation Stage and has established her practice well. She undertakes regular observations of the children during their play and makes accurate assessments of their learning and development. This enables her to track their development and to effectively plan for the next steps in their learning. Activities are matched to the children's needs and interests which results in them making good progress in all areas of learning and supports their

future learning. The childminder has a good understanding of the progress check at age two and has started to assess children who are currently attending her provision in relation to this.

Children participate in a broad range of age-appropriate activities that they are able to freely access. Their communication and language skills are developing well as the childminder constantly talks to them, engages fully in their play and asks questions that secure and consolidate their learning. For example, when using a shape sorter the childminder uses age-appropriate language as she asks questions, such as 'can you find the blue ball?'. She enhances children's learning well as she shows them how to place the balls on the toy and watch them roll down the ramp into the correct shape. She offers lots of positive praise as the children correctly place the shapes and balls into the holes, applauding and cheering them.

Children participate in a variety of craft activities where they skilfully use a range of tools for rolling, cutting, mark-making and experimenting. For example, in a painting activity children experiment with colour as they paint on one half of a butterfly, fold the paper over and watch the mirror image appear. Children have access to a good range of toys and equipment, such as role play, musical instruments, small world and books. However, as most toys are stored in the outside shed, the younger children are less able to develop their active learning skills through being able to see what toys there are and to make further choices about what they want to play with.

Partnerships with parents are extremely strong. Initial information is gathered from them about their children's likes, dislikes, family background and their capabilities when they start attending. This type of information is used to good effect by the childminder to help children settle in her provision. Information about what children have been doing is exchanged daily and the childminder provides parents with ideas on how they can further support their children's learning at home and help their children to build on their skills.

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

Children are very happy and confident with the childminder and enter her home eager and enthusiastic. This helps to support secure attachments. The childminder responds to children's achievements in a positive way, as she offers lots of praise and recognition, ensuring children develop good levels of self-esteem. Children's artwork is attractively displayed within the childminder's home, giving them a strong sense of belonging. However, the childminder is less supportive in helping children to recognise and make connections in routines, in preparation for their school readiness.

Children are developing their physical skills and awareness of their own physical needs well. The childminder provides them with regular opportunities to access fresh air as they readily participate in outdoor activities, such as ball games, riding wheeled vehicles and gardening activities. She plans time into each day for the children to engage in further physical play through visits to the local parks where they have access to larger equipment for climbing and balancing, further enhancing their physical development. Children follow good hygiene procedures with regard to hand washing, enhancing their awareness of

personal hygiene. Through the childminder's positive role modelling, children are developing good manners and are well behaved as they share and take turns. Children are provided with healthy balanced foods for snacks and meals, further promoting their health and well-being.

The childminder has implemented good safety procedures. Children are kept safe as the premises are secure, preventing them from leaving unattended and from unwelcome visitors entering. Children's awareness and understanding of how to stay safe is developing well. They know and follow safety procedures with regard to the emergency evacuation of the premises as the childminder regularly practises her procedure with them.

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

This inspection was prioritised by Ofsted following concerns being raised around: ratios, supervision of children, food and drink and the childminder's suitability. Policies and procedures that promote children's health, safety and welfare are fully in place and effectively implemented. The childminder meets adult to child ratios and daily registers of children's attendance are effectively maintained. The childminder has a secure knowledge and understanding of child protection and the Local Safeguarding Children Board procedures. Risk assessments which cover the premises, resources and outings are regularly carried out, reviewed and updated to further assure children's safety.

The childminder evaluates her provision and continues to improve her practice. Parents are asked for their views and opinions and children's views and opinions are also taken on board. This ensures children feel part of the setting as the childminder listens to them and assures them that their opinions count. The childminder has effective processes in place for observing and monitoring children's progress. She makes good use of available documentation to help her identify the development bands for each area of learning for all children. She uses the information she gathers from her observations to effectively plan for children's next steps in their learning and ensures children continue to make good progress. Partnerships with parents are extremely good. Information is exchanged on a regular basis around children's learning and development and they are encouraged to share what children are doing at home, enabling the childminder to expand on children's learning. Good partnerships with other providers where children attend, further consolidates children's learning and their progress.

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	300464
Local authority	Sheffield
Inspection number	917656
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21/10/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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