

Inspection date

Previous inspection date

14/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The childminder gains detailed information from parents about their children's individual learning and development. This helps her to support them to settle quickly and enjoy their learning.
- The childminder uses consistent and clear boundaries for children, who develop a good understanding of acceptable behaviour.
- The childminder has a good understanding of how to promote children's safety and well-being. She ensures her home is safe and secure by minimising risks effectively, which means that children are able to move about freely and safely.

It is not yet good because

- Observation is in its initial stages and the childminder does not fully analyse the information gained. Consequently, this information is not fully incorporated into monitoring the age and stage of development to ensure that children make good progress.
- Monitoring of the educational programmes has yet to be developed. The childminder does not yet routinely evaluate her planning to ensure that any gaps in the educational programmes are identified.
- The childminder has yet to form a clear improvement plan of how to achieve identified areas for improvement, in order to secure good quality care and education for the children who attend the provision.

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, living room and outdoor decked area.
- 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 into account comments written by parents through documentation and children's assessments.

Inspector

Susan Wilcockson

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, 13 and 11 years in the Ecclesfield area of Sheffield. The whole ground floor of the house and the rear garden are used for childminding.

There are currently four children on roll, three of whom are in the early years age range. 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, nursery and pre-schools. The childminder operates all year round from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association of Childcare and Early Years, and receives support from the local authority.

What the setting needs to do to improve further

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

- develop a system for monitoring the educational programmes to ensure that all children's needs are targeted and gaps in learning and development are closing.

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

- develop further effective procedures for self-evaluation in order to devise a clear and successful improvement plan
- develop a system for monitoring the educational programmes to ensure that all children's needs are targeted and gaps in learning and development are closing.

Inspection judgements

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

The childminder provides a welcoming environment where children freely access resources of their choosing that interest them and support their learning. The childminder has a suitable understanding of how to promote children's learning and development, and the resources provided help them to make satisfactory progress. However, observations and assessments are in their initial stages of development and the childminder has not yet

linked these to the typical range of development expected for the children's ages to ensure they are making expected progress or if any gaps in their learning are emerging. As a result of this, the educational programmes are not secure enough to ensure that any gaps in learning are effectively addressed. Planning is led by the child's interest but is balanced with adult-led activities, for example, baking buns and a picnic in the park.

Daily verbal feedback keeps parents informed about the care routines and the activities their children participate in. The childminder has discussed her initial assessments with the parents and recorded their comments. This enables the childminder to work cooperatively with parents on agreed strategies, for example, developing a child's confidence and social skills. 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's spoken language is 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, a child compares the tweezers for bug hunting, talking about them 'snapping like a crocodile'. Younger children's emerging language is supported as the childminder repeats words spoken so they can hear the words clearly.

Children receive praise and encouragement, which supports their self-esteem and confidence and helps them to develop skills they need for future learning. The childminder provides a range of resources that support children's physical skills. The children show concentration and engagement as they use tools to take apart a toy car and rebuild it. In the outdoor space, the children explore gross motor movements as they move through a series of tents and tunnels. The childminder allows the children to develop their imaginative skills as they explore the different ways they can hide themselves using these resources.

Children access books of their choosing, jigsaws and small world resources and equipment. While outdoors, they fetch the bug-catching kit which they use to catch and look at spiders seen on the decked area. The childminder extends children's understanding of mathematics and number through open-ended questions relating to the size of the spider, for example, asking 'Is it big or little?' and how many spiders the children can see. She provides opportunities for children to benefit in their learning and development through visits to the local park and to local community groups. These experiences enable them to play with other children, developing their social skills. These visits help prepare children for when the time comes to attend other early years settings as they mix and gain confidence being with unfamiliar children and adults.

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

Children are happy and content while in the care of the childminder, who provides a calm environment and displays genuine concern for them. Good warm and caring relationships between the childminder and children are evident. This process is supported by a secure settling-in process where the childminder actively seeks information from the parents to enable her to understand the children she is caring for and provide for their interests and

needs. 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 through gentle reminders of potential dangers and how to manage them. For example, she reminds a child to be careful when looking at a bee, warning that it may sting and explaining to the child that if they 'stand still, it will fly away'. Children's behaviour is well managed in a way that 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. For example, the childminder skilfully encourages cooperative play when two children want to play in the same tent.

Children's health and safety are promoted well. The childminder has carefully considered her environment and made significant changes to enable children to learn about independence and self-care. For example, she has installed a downstairs cloakroom which children access independently. Children enjoy healthy snacks provided by the childminder with lunches provided by the parents. The childminder reinforces healthy eating through displays and discussion. Children's safety is considered, for example, the childminder has installed stair gates where appropriate, to keep the children safe from harm.

The childminder provides a stimulating environment through a range of resources that are age appropriate. She has an understanding of the interests of the children and ensures that they can initiate their own play and learning. Children are confident to move freely between the rooms selecting activities of their choosing. She has a range of resources that support children's understanding of culture and diversity, and is aware of ensuring a non-stereotypical approach play. The childminder is aware of the support available through the local authority for children with special educational needs and/or disabilities or who speak English as an additional language, so that all children are helped to make suitable progress.

The childminder supports children's transitions well. She has developed strategies to support children's moves to different settings, for example, a personal transition box to support a child moving to another early years provider.

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

The childminder has a sufficient knowledge of child development. She is beginning to link the aspects from the prime and specific areas of learning and development to her observations. Children's next steps in their learning are identified, but planning is in its initial stages of development and not yet monitored securely to ensure that it helps children make best progress.

The childminder has developed a system of self-evaluation to review and evaluate her practice. She has also carried out meetings with her local authority network officer, but has not yet developed an improvement plan to show how the areas for improvements identified will be addressed.

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. She has a written risk assessment detailing her home environment as well as trips and outings. The childminder has implemented fire safety procedures. This adequately promotes children's safety.

Parents fill out detailed registration and consent forms, which enables the childminder to provide appropriate care for each child. She gathers information about what parents know their children can do developmentally on entry to her care. This supports her to plan activities that supports the child's learning. The childminder takes children and collects them from local nurseries and schools. She is aware of the need to share information and has made contact with the school a child in her care attends.

The childminder has completed her childminding registration training and has attended additional training on developing quality practice. She also has planned training in the autumn on babies sleeping and tracking children's development. This demonstrates the childminder's commitment to her own professional development and her intention to gain further knowledge to benefit the children in her care.

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	EY457076
Local authority	Sheffield
Inspection number	907000
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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