

<b>Inspection date</b>	05/09/2013
Previous inspection date	10/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Effective observation, planning, assessment and tracking systems ensure children take part in a range of interesting experiences. Consequently, children are developing well, and are successfully supported in their readiness for school.
- Interactions between the childminder and children are very positive. The childminder is enthusiastic and enjoys children's company, which helps make learning fun. Accordingly, children are happy, well supported and enjoy their time with the childminder.
- Children form strong attachments with the childminder, which promotes their independence and emotional well-being.
- There are strong and effective partnerships with parents and other agencies, which ensure children's needs are well met.

#### **It is not yet outstanding because**

- Opportunities for children to develop an understanding of people and communities and to have a sense of their own immediate family and relations, are not maximised.
- There is scope to further enhance self-evaluation, by implementing a successful improvement plan to promote even higher levels of achievement for all children.

## 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 outdoor area.
- The inspector looked at relevant documentation, including planning, observation and assessment records and the childminder's self-evaluation.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector took into account parent's views from written comments.

## Inspector

Jane Tucker

## Full Report

### Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a semi-detached house in the Thorpe Hesley area of Rotherham. The whole of the ground floor and the rear garden are used for childminding. The childminder has a pet dog.

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 pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

### 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 sense of people and communities, their own family and relations, for example, by making photographic books of families, friends, pets or favourite people
- enhance self-evaluation even further, for example, by implementing an improvement plan, to promote even higher levels of achievement for all children.

## Inspection judgements

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

The childminder clearly understands how to promote children's learning and development. She implements effective observation and planning systems, so that children take part in a range of interesting experiences that support their readiness for school. This includes various learning opportunities in the local community, such as visiting the garden centre and nearby churches. Well-documented tracking and assessment records show that children are working well within the typical range of development for their age.

Children benefit from a well-resourced indoor and outdoor environment that positively promotes their ability to make independent choices. The childminder regularly and enthusiastically supports children's play by getting down to their level and offering attention and care to support their personal, social and emotional development. For example, children learn to make relationships as they cooperatively play alongside each

other in the wooden playhouse. The childminder models pretend play, and children have fun serving each other tea and cakes, as they imitate everyday actions from their own lives, developing their understanding of the world. Children gain a good understanding of number and shape, as they are supported by the childminder to fit pieces of peg puzzles together, and count mini bean bags. The childminder models the use of vocabulary, such as 'big' and 'little' which allows children to develop an understanding of objects according to their properties, such as size.

Children's communication and language development is promoted well, as the childminder speaks directly to children during activities. For instance, a child hears an aeroplane in the sky and says 'aeroplane, sky'. The childminder models building sentences by repeating what the child says, and adds other words, for example, 'aeroplane in the sky'. Suitable resources are available, such as books and dolls to promote children's understanding of their own culture and those of others. However, there is scope to further develop children's understanding of the people and communities around them, including their own families and relations. For example, the childminder does not share photographs of children's individual families, friends, pets or favourite people.

Positive relationships with parents help the childminder to fully understand and provide for children's learning and development needs. Parents are encouraged to contribute their views about their children's interests, abilities and achievements from the time the child starts, which helps the childminder to get to know, settle and plan for each new child. Thereafter, parents are kept well informed about their children's progress through regular daily discussions. In addition, the childminder provides written progress summaries, such as the 'progress check at age two', to allow parents to have a more in-depth knowledge about their children's achievements and progress over time.

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

The childminder creates a welcoming atmosphere. She is approachable, caring and kind, and receptive to children's needs. Children form secure attachments, which promote their well-being and independence. The childminder talks to parents to find out children's individual routines and care needs, which generally promote a smooth transition from home into the provision. As a result, children are happy and well cared for.

The childminder's home is safe and clean, where children's awareness of health and safety is actively promoted. For example, children benefit from eating healthy meals and snacks, with drinks regularly provided and made accessible, to enable them to decide when they want a drink. This provides opportunities for children to learn to recognise their own needs, and to take independent action to meet them. Children sit together to enjoy their snack and drinks, as this provides good occasion for them to develop good manners and social skills. Children are encouraged to develop their self-care skills as they independently wash their hands before their snack.

Children behave well, because the childminder acts as a positive role model. She offers children continuous praise and encouragement, promoting their self-esteem. Any slight incidents of frustration are dealt with appropriately by the childminder, and she has good

behaviour management strategies to help children recognise when their actions hurt others. As a result, children are learning about managing their behaviour and feelings, which promotes their personal, social and emotional development. The childminder's home is organised effectively, and children are able to access resources independently indoors and outdoors. This is because equipment is stored at age-appropriate heights. The outdoor area provides opportunities for children to enjoy daily fresh air and explore the natural world, as they listen to sounds in the environment, such as a frog 'croaking' and a bee 'buzzing'.

Children have regular opportunities to play in large open spaces because the childminder takes them on regular visits to the park. Here, they gain an understanding of risk through activities that encourage them to explore their environment. Children also visit places of interest, such as the pet shop, where they are accompanied by other children from different settings. This provides appropriate support to prepare children for their next stage in learning, which is normally starting school, as children are gaining confidence and independence in situations away from the childminder's home.

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

The childminder demonstrates a good understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Children make good progress due to the childminder's clear understanding of the learning and development requirements, delivered through well thought out and purposeful activities. There is a good overview of the curriculum through monitoring of educational programmes, to ensure children make good progress towards the early learning goals. Planning and assessment are monitored, and the childminder is conscientious in her approach to make sure they are precise, consistent and display an accurate understanding of all children's abilities and skills.

The childminder has a clear awareness of the safeguarding and welfare requirements and knows how to keep children safe. For example, the childminder's home is securely maintained and there are risk assessments in place, to ensure potential hazards are identified and minimised. Written policies and procedures are regularly reviewed, and daily health and safety checks are carried out, to ensure children's safety. The childminder has attended child protection training and knows her responsibilities in this respect. All visitors to the childminder's home are recorded in the visitor's book. Regular fire drills are carried out, and recorded, to keep children safe.

The childminder holds a current paediatric first-aid certificate, to enable her to give appropriate treatment in the event of a medical emergency. In addition, attendance registers, medication and accident records are thoroughly maintained, to promote children's well-being and keep them protected. The childminder has attended several courses to promote her professional development, such as 'Food hygiene', 'Planning for children in the Early Years Foundation Stage' and 'Empathy dolls'. Parents contribute to the childminder's evaluation of her strengths and weaknesses, for instance, by sharing constructive comments on parents questionnaires. However, there is scope to improve this

even further by implementing an improvement plan, to promote even higher levels of achievement for all children.

Partnerships with parents are good and this is evidenced through comments in children's learning records and 'thank you' cards, which the childminder has received. There are strong links with other childminders in the local area, who regularly meet up to support each other and children's needs. The childminder has good relationships with the local schools and she is well known in the community. Arrangements for information sharing are sound and the childminder ensures that learning journal records are passed to parents, before going to school. This successfully contributes to promoting consistency in children's care and learning to ensure their needs are fully met.

### **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

<b>Unique reference number</b>	303035
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	818675
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/10/2008
<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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