

**Inspection date**

09/10/2013

Previous inspection date

01/07/2009

**The quality and standards of the early years provision**

**This inspection:**

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**

- The playroom is bright, stimulating and welcoming. Good organisation of resources means that children make safe and independent choices in their play, both indoors and outdoors. Therefore, they are enthusiastic, eager and motivated learners.
- The children are happy and they have good relationships with the childminder. Through her observations, she knows them well and this means she provides a wide range of experiences to promote their individual learning.
- The childminder effectively promotes children's health. She offers good opportunities for children to play outdoors; she provides a healthy diet and promotes effective hygiene routines.
- The childminder implements a wide range of policies and procedures that contribute to keeping children safe, which promotes and safeguards their welfare.

**It is not yet outstanding because**

- Strategies to engage all parents in their child's learning by sharing information about their learning and progress at home are not highly effective. Therefore, the childminder is not always utilising what parents' know when planning continuity in children's already good learning.
- Performance management through high quality appraisals, monitoring of practice and a well-established programme of professional development is not yet fully embedded in practice for all assistants involved in children's learning.

## 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 toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the childminder and assistants at appropriate times throughout the inspection.
- The inspector looked at children's learning records and a selection of policies, procedures and other documentation.
- The inspector took account of the views of parents through discussion and documents.

## Inspector

Helen Blackburn

## 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 partner and two children aged 14 years and seven years in Auckley, Doncaster. The whole of the home and garden are used for childminding. The family has two guinea pigs and a rabbit as pets.

The childminder takes children to toddler groups and activities at the local children centre. She visits the shops, park and other places of interest with children on a regular basis. She collects children from the local schools, nursery and pre-schools. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

There are currently 20 children on roll, of these; seven are within the early years age group and they attend for a variety of sessions. The childminder operates all year round, Monday to Friday from 6.45am to 7pm, except for family holidays and bank holidays. The childminder 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:

- strive towards enhancing partnerships with parents by exploring ways to further encourage them to contribute to their child's learning by sharing information about their child's progress and achievements at home
- develop further strategies to support the personal effectiveness of all assistants working with the children, for example, through appraisals, a well-established programme of professional development and successful monitoring of the quality of their practice to ensure the provision for children helps children to excel.

## Inspection judgements

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

The childminder has a good understanding of how young children learn. Children play in a designated playroom, which is brightly decorated, welcoming and stimulating for children to learn. Around the playroom, which provides direct access to the garden, children have safe and independent access to a wide range of resources and activities, both indoors and

outdoors. As a result, children are happy, enthusiastic and motivated learners, who make good progress in their learning. In addition, because the childminder plans activities and experiences across all areas of learning, she supports children in acquiring the skills they need for their future learning, such as starting school. For example, posters, labels and signs around the playroom encourage children to talk about shape, size, colour, number, letters and sounds. This supports children's development in early mathematics and literacy. Children also have good opportunities to socialise with other children, for example, they regularly mix with their peers at toddler group and this gives them the confidence to build relationships with others.

The childminder and assistants are actively involved in children's play, they interact well with the children and they ask them a wide range of questions. This encourages children to be active learners because children start to question things and solve their own problems. For example, through effective questioning and guidance from the assistant, the children work out they need to look at the colours and twist their jigsaw piece to make it fit into place. Through positive interactions with the childminder and assistants, children are confident to engage in conversations. In addition, through singing songs when travelling back from school and talking about what they see on their journey, children use their language and communication skills well. These outings and activities also effectively foster children's development in understanding of the world. For example, when travelling on the bus, children point out the beehives and pumpkins they see in the gardens. Through various outings, for example, to the park, farms, butterfly world and other places of interest, children learn about nature and the natural world. In addition, through books, posters and celebration of different cultural festivals and events, children learn about the world in which they live, they talk about differences and have positive regard towards all people in society. The children have good opportunities to express their own ideas, be creative and imaginative. They enjoy painting, exploring different media, textures, music, dressing up and engaging in role-play activities. These experiences successfully promote children's development in expressive arts and design.

The childminder has good relationships with the parents. She shares detailed information with them about her service and how she supports children's learning through her policies, procedures and newsletters. Through her discussions and children's progress records, she informs parents of their child's next steps in their learning and some information about how they can support this at home. She also encourages parents to comment in their child's progress records. However, this strategy is not always effective, because the childminder is sometimes not engaging all parents to share what children experience at home. Therefore, when planning continuity and excellence in children's already good learning, there is scope to improve the accuracy of assessments. This is because they are not always taking into account parents' observations of children's learning and achievements at home.

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

The childminder has good relationships with the children. Through gathering detailed information from parents about children's needs, likes and routines when they first start,

the childminder knows children well. This contributes to promoting continuity in their care and it enables the childminder to build up secure bonds and attachments with children. For example, when settling young children, she works in partnership with parents to ensure children's routines, such as, sleep and feeding patterns, mirror what happens at home. This results in the children feeling safe and it means they are happy and settle quickly with the childminder and her assistants. This therefore, promotes a smooth transition for children between their home and the childminders, which effectively supports children's personal, social and emotional development. These positive relationships and effective transition arrangements provide children with the confidence to embrace change in the future, such as, starting school or nursery.

The childminder and her assistants praise children's achievements well, for example, recognising their efforts for completing their jigsaws independently. This results in children having high self-esteem. In addition, they have a sense of belonging within the home because their work is valued and displayed around the playroom. The children behave well for their ages. This is because the childminder is a positive role model, and gives clear guidance and established boundaries and routines. Through play, children learn to share and take turns and they use their manners well. Therefore, children effectively learn about right and wrong and this contributes to them having cooperative and harmonious relationships with their peers.

Children have a good understanding of the importance of being healthy. The childminder provides nutritious meals and snacks and she encourages children to make healthy choices when bringing packed lunches. This provides good opportunities for children to discuss the benefits of eating a healthy diet. The children have a secure understanding of effective health and hygiene practices. They routinely wash their hands at appropriate times throughout the day. This supports children in developing their self-care skills and an understanding of their personal care needs. The outdoor area is available for children to use freely, which means they have ample opportunities to play in the fresh air. They regularly play in the garden, where they engage in many activities that encourage them to be active. For example, they enjoy kicking balls around the garden, climbing, running and jumping. This successfully promotes children's physical development and encourages children to lead a healthy lifestyle. The childminder involves children in a broad range of activities that help them to learn about safety. For instance, children regularly take part in fire evacuation practices. They also talk about road safety and understand they must handle the family rabbit and guinea pigs with care. This supports children in developing a good understanding of ways they can keep themselves safe.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Her risk assessment arrangements and safety checks contribute to her keeping children safe, whilst giving children independence to manage risks and challenges appropriate for their ages. For example, in consultation with parents, older children

independently go into school, while the childminder is close by to ensure they do not come to any harm. In addition, through her risk assessments, having detailed information on road safety regulations in regard to using car seats and seat belts, the childminder keeps children safe when travelling in vehicles. The childminder maintains a wide range of detailed written policies and procedures and these contribute to safeguarding children. Her procedures include how she manages children's behaviour, fire evacuation, the safe administration of medication and her policy on the use and storage of photographs. The childminder ensures all her assistants read these as part of their induction to ensure they understand their roles and responsibilities.

The childminder has a good understanding of child protection issues. She has a secure understanding of the potential signs of abuse and neglect because she regularly accesses training so that she keeps up-to-date with safeguarding practice. This includes her understanding the importance of recording, monitoring and reporting concerns. She has detailed information on the procedures to follow if she has any concerns. Through her recruitment and vetting procedures, she ensures all adults working with children complete relevant suitability checks; this includes informing Ofsted of any new assistants. In addition, she supervises any visitors to the home, such as, family members or unvetted assistants to ensure children are in the care of suitability checked adult at all times. Furthermore, the childminder ensures that the ratio of adults to children is maintained at all times. This contributes to protecting children from potential harm and risk.

The childminder's commitment to improving the provision for children is good. She uses self-evaluation, a development plan and reflective practice as a way to identify her strengths and areas to improvement. In her development plan, she evaluates the impact the changes have on the provision for children and she sets clear targets to promote a culture of continual and sustained improvement for children. Over recent months the childminder's service has grown and this includes working more frequently with assistants. She understands the importance of effective performance management to support their professional development. However, she is still to fully implement robust, secure and successful arrangements to monitor their practice and personal effectiveness. This includes through appraisals, a well-established programme of professional development and successful monitoring of the quality of their practice so all adults working with children have a first rate understanding of supporting children's achievements over time. The childminder's commitment to her professional development is good. She goes on training, she is working towards a recognised early years qualification and she has successfully achieved accreditation to offer funded early years education. Through parental questionnaires, observations and discussions with children she effectively involves others in her self-evaluation.

The childminder has good relationships with parents. Through discussions, children's progress records, newsletters, policies and procedures, she shares good information with parents. This contributes to meeting children's individual needs. Parents' comments about the service are positive. They say their children are happy and that they have no concerns about the service. The childminder understands the importance of working in partnership with other settings involved in children's learning. She talks to them about what children are enjoying and experiencing so that she can complement these to promote continuity in their learning. In addition, she works closely with parents and any relevant external

agencies to ensure she supports children with identified needs. This includes inviting other professionals into her home so that they can share their ideas on how they can support children's future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY234491
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	938488
<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>	12
<b>Number of children on roll</b>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/07/2009
<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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Piccadilly Gate  
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Manchester  
M1 2WD

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