

Inspection date	12/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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 promotes children's learning with activities that stem from their interests; as a result, children are engaged and motivated learners.
- The childminder supports children's security and well-being through a good settling-in procedure tailored to meet individual needs. As a result, children develop positive relationships with the childminder.
- Children learn to play in a safe and secure environment. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.

It is not yet outstanding because

- Although the childminder discusses children's progress with their parents, there are fewer opportunities for parents to contribute what they know their child can do at home.
- There is scope to develop the resources in the outdoor environment to provide a greater stimulating area for younger 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 taking place in the living room and the dining room.
- Ongoing discussion took place with the childminder throughout the visit.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualification, policies, procedures and the childminder's self-evaluation and improvement audits.

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 partner and three children aged three, seven and eight years in the Loxley area of Sheffield. The whole of the house and the rear garden are used for childminding. The family has a cat and two guinea pigs.

There are currently three children on roll who are within the early years age group. The childminder operates during term time only from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She attends a toddler group, visits the shops and park on a regular basis and collects children from the local school and pre-schools. The childminder holds Qualified Teacher Status. She is a member of the Professional Association for Childcare and Early Years, and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the methods of encouraging parents to be more actively involved in their child's learning and development by asking them to share details of what their child achieves at home
- enhance the resources in the outdoor environment to provide an even greater stimulating area for younger children that enables them to explore the natural world.

Inspection judgements

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

The childminder demonstrates a sound understanding of the Early Years Foundation Stage. Teaching is strong as the childminder has a secure underpinning knowledge and understanding of the areas of learning and the levels children are likely to reach at different ages. She provides a broad range of activities and experiences that promote children's development across all areas of learning. The childminder has worked closely with parents from the outset and has a secure knowledge of individual children's interests and development. This allows her to provide activities that support their interests, enabling them to become engaged and motivated learners.

Children's language and communication is supported well as the childminder engages in purposeful conversation with them throughout their play. She talks to them about what they are doing, modelling the words appropriate to the activity. This supports the children

with their emerging language acquisition. For example, a young child repeats the word 'bang' when the childminder models to him the actions and sound that a hammer makes. A younger child snuggles up to the childminder to look at a book, and listens as she names the animals. She praises the child for their attempts at making animal noises, building their self-esteem. Children receive continual praise and support from the childminder, which encourages them to try out new skills. She supports a young child as he attempts to glue pieces of felt onto his picture, praising his attempts and encouraging him to press hard on the pieces. Children develop physical skills through a range of activities and resources that develop both their fine and gross motor movements. A young child is effectively supported by the childminder to place blocks on top of each other, making a small tower. She develops his early numeracy awareness by counting the bricks with him as they build the tower. Children become aware of the world they live in through trips to the park and outings by bus to the local shops. The childminder also takes children to visit local groups that support their social skills and prepare them for later transitions to pre-school and school. For example, young children join in activities at a playgroup, such as singing, story time and craft activities.

The childminder obtains comprehensive information about the child's individual needs, likes and dislikes, in order for her to ascertain children's starting points and form an initial assessment. She successfully uses this knowledge to prepare and provide a good range of play and learning opportunities that meet their needs well and help them achieve their next steps of learning. Progress is shared with parents, along with daily diaries detailing activities and experiences. Parents are encouraged to comment on their child's learning and development through the daily diary. However, there is scope to extend this and encourage parents to share information about their child's activities and achievements at home. The childminder has systems in place to complete the progress check at age two and can demonstrate that she is fully aware of supporting children who have special educational needs and/or disabilities, or those learning English as an additional language. Overall, children gain the necessary skills to support their future learning.

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

Children settle well in this warm and caring environment. The childminder supports children's security and well-being through a good settling-in procedure in which children and their families are invited to visit before children are left in her care. As a result, children develop a positive and trusting relationship with the childminder and demonstrate their emerging confidence to explore their surroundings independently. The information gained from parents when children start ensures that the childminder tailors the care she provides to meet each child's individual needs and mirrors their home routines.

The childminder is a good role model for children. She provides clear guidance on expected behaviour and children understand the boundaries within the setting. The childminder supports children's awareness of potential risk, for example, by reminding a young child to be gentle with the family cat. The childminder ensures that the environment is safe and secure. She has carried out a thorough risk assessment of her premises and has provided safety measures, such as stair gates and locks. The childminder promotes healthy eating and encourages positive mealtimes. Children enjoy

their lunchtime with the childminder as they tuck into finger sandwiches, cucumber and grapes, supporting their emerging skills in feeding themselves. They are encouraged with their self-care skills, for example, the childminder supports a younger child to competently use a beaker, helping him to become independent when he requires a drink.

The childminder provides a welcoming environment with a range of age-appropriate resources that support children's all-round development. However, there is scope to develop resources in the outdoor environment for the younger children who are less mobile, to enable them to explore the natural world. Children become familiar with the wider community as the childminder visits local community groups and schools. These trips help to prepare children for their move to other settings and to school.

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

The childminder has implemented an effective process of monitoring the educational programmes. She reflects on her planning and evaluates the areas of learning and how these support children's learning. An individual tracking system is in place that ensures the childminder has an accurate understanding of children's skills and abilities. This enables her to identify any gaps in learning and development that may require intervention. The childminder has completed an initial self-evaluation of her practice and provision, and has reflected from the start on areas of improvement. She has also had meetings with her local authority improvement officer and considered further targets for improvement, along with an audit of her environment. This demonstrates the childminder's positive approach to continuous improvement that benefits the children in her care.

The childminder demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and indicators that may highlight to her a concern. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. The childminder has in place policies and required documentation, demonstrating her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults living in the home have been checked to make sure that they are suitable to be in contact with children. Children are protected in the event of an accident as the childminder has a current paediatric first aid certificate. She has written risk assessments detailing her home environment and outings and has implemented fire safety procedures. The childminder holds Qualified Teacher Status and has attended additional training, demonstrating a strong commitment to developing her knowledge and professional development. As a result, children are cared for safely and their well-being is supported well.

The childminder has implemented procedures that promote positive partnerships with parents, which supports continuity in children's learning and development. Parents receive daily feedback of their children's care needs and what they have enjoyed during their day. The childminder works closely with the local authority early years improvement service. She is fully aware of where to access support for children with special educational needs and/or disabilities should the need arise.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461696
Local authority	Sheffield
Inspection number	920864
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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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