

Inspection date	28/10/2013
Previous inspection date	05/01/2010

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 has a robust knowledge and understanding of how to observe and assess children's progress, and a good awareness of how young children learn. Therefore, children make good progress.
- The childminder installs a sense of well-being and social awareness as she has a good understanding and implementation of appropriate behaviour management strategies dependent upon children's age and stage of development.
- Children are happy and enjoy what they are doing at the setting. They form secure bonds and emotional attachments with the childminder. As a result, they are enthusiastic, confident and eager to learn.
- The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, to ensure children are safe and healthy in her care.

It is not yet outstanding because

- In order to enhance children's learning experience, there is scope to develop further the outdoor environment to allow children to maximise their exploration, stimulation and challenge.
- There is scope to strengthen the already positive impressions children have of their own and others' cultures and faiths by providing opportunities for them to experience related activities and first-hand experiences.

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 the childminder and assistant engage in a range of indoor learning activities, and play with the children.
- The inspector held discussions with the childminder and children.
- The inspector looked at samples of children's assessment records, the childminder's self-evaluation, accident records and a range of other documentation.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also her assistant, and child aged five years Deepcar, South Yorkshire. The whole ground floor of the house and the bathroom on the first floor are used for childminding. There is a secure garden for outdoor play. The childminder attends local amenities and groups on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, all of whom are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and Bank Holidays. She holds appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- increase children's experiences and learning environment by, for example, developing the outdoor space to extend opportunities for investigation, experimentation and exploration
- extend children's understanding of the world, sense of self and community by, for example, increasing first-hand opportunities for them to experience the wider community.

Inspection judgements

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

Children's enthusiasm for learning, and the levels at which they succeed, is enhanced by effective opportunities for them to enjoy a wide range of activities and experiences that cover all of the areas of learning freely. The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. This helps them to progress well and develop good skills for their future learning, such as moving on to nursery or school. The childminder bases her practice on a secure understanding of how to promote the learning and development of young children.

The childminder and parents work well together to enable the children to make good

progress in their learning and development. Parents are encouraged to contribute detailed information about their children and share observations about their child's progress. The childminder then uses this information, along with her own observations, to best effect in assessing the children's developmental starting points and what they need to learn next. This is the start of an ongoing process, which effectively involves the parents in their child's learning. They share good communication, including daily diaries and effective learning journeys, in which they can record their comments. In addition, the childminder ensures she maintains good verbal communications on a daily basis, and parents are invited to attend regular meetings. The childminder and parents effectively share ideas to aid the children to make progress in their development. For example, they buy the same activity baby walker to encourage walking.

Children enjoy activities and experiences that cover and have a good focus on the prime areas of learning and a strong regard for the specific areas of learning. The childminder effectively completes the progress checks at age two. Children are well motivated and their learning is enhanced as the childminder has a high level of understanding of promoting children's interests and ideas. For example, she extends children's interest in trains by encouraging them to count the trains on the train track and look at pictures in books and on the computer. In addition, children's construction and experimental skills are enhanced as they build trains from building bricks. Children's mathematical skills are well promoted by the childminder as she integrates mathematics into routine, spontaneous and planned activities. Children have opportunities to visit local shops to buy fruit. This is extended as they role play a shop in the home where they sell and buy items. Consequently, children are learning about the value of money as they add the coins. In addition, children's learning is enhanced through number games, posters and activities, including baking, where the children weigh and measure ingredients.

Alongside using spontaneous and routine activities, the childminder consolidates children's learning by planned activities that meet all the areas of learning. For example, a planned seasonal theme is used to extend children's learning. During autumn they collect leaves and horse chestnuts which are used to promote the theme and for counting and craft activities. On walks the children consider how the trees change at different seasons and the way animals are affected. They carefully consider the colour of the leaves, and the childminder uses this experience to enhance their colour recognition. Children successfully learn about the natural world by activities and outings. For example, they plant flower bulbs and monitor their growth.

The childminder is focused on children extending their skills in language and communication. She is skilled in encouraging children to think and challenge as they enjoy a spontaneous and planned themed stories. Themed weekly stories and rhymes increases children's learning and love of books. Their experience is enhanced as they visit a local library. The childminder provides wide opportunities for children to be creative. For example, babies explore texture as they 'scratch paint'. Older children develop their early writing as the childminder encourages them to make marks and look for their initials in sand and play dough. Children learn about diversity and the wider community through access to resources, national and international celebrations, and through discussions. Children have some opportunity to explore the local community as they undertake outings, for example, they visit local shops and the town.

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

Children are confident and secure with the childminder and her assistant. This supports their well-being and promotes smooth transitions for them from their parents to the setting. The childminder works closely with parents to support children's care needs effectively. For example, individual plans for toilet training are devised and implemented together by the childminder and parents. Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are secure links with parents, and the childminder has established good links with the local school in relation to assuring children's good self-esteem and the continuity of care.

The childminder sets clear, consistent boundaries for good behaviour, based on positive behaviour management. She and the parents discuss and agree on the behaviour management strategies to be implemented. The childminder is a good role model, and positive use of consistent strategies and age- and stage-appropriate explanations provides children with a clear understanding of acceptable behaviour. She is alert to recognising and working with children's individual personalities and development needs to support their learning about what is acceptable. Their self-esteem is supported as the childminder uses lots of praise and encouragement. She is committed to preparing the children for the next stage of their lives and to become socially skilled as she consistently promotes good manners, sharing and turn taking. Children complete age-appropriate jobs, for example, counting plates and setting the table for snacks. This effectively supports their development of good self-help skills.

Children gain a secure sense of self and well-being as they talk about their family with the childminder and are able to look at family photographs on a low-level display. The childminder extends children's sense of self as they consider different families. However, there are less opportunities for them to experience related activities and first-hand experiences of their own and others' cultures and faiths. This means there is scope to strengthen the positive impressions children already have.

Children are encouraged to explore and experiment and take risks safely. They appear very comfortable in their surroundings and are becoming more aware of safety. They receive gentle reminders not to run in the house, and regular fire evacuation practises make sure they know what to do in an emergency. Spontaneous events are used to support children's learning about safety. For example, babies are given gentle reminders not to touch pebbles in a vase. This practice supports the childminder's risk assessments and ensures children are aware of how to help to keep their environment safe.

Children are encouraged to develop healthy lifestyles, with a solid focus on outdoor activities and play. For example, children regularly visit the park and local activity centre. There is scope to enhance the already strong focus on outdoor activities further as the childminder's garden does not fully support children's ability to investigate, explore and experiment. Self-care is promoted as the childminder supports the children to practise good personal hygiene routines. Children learn about food appropriately through discussion and activities. Therefore, opportunities to support children's understanding

about exploration of food are extended. The childminder discusses with parents any specific requirements to ensure she fully understands any allergies or health needs and is able to care for each child appropriately.

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

The childminder has a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. She regularly reviews children's progress, so that she knows which aspects of their learning need to be developed further. This means that children's needs are quickly identified and met. The childminder is strongly aware of the importance of evaluating and monitoring the service she provides to make sure children achieve and have a positive experience with her. She has clear ideas about how she wishes to progress, such as by continuing to complete training to enhance her own skills. The recommendation from the last inspection has been positively addressed. The childminder uses a self-evaluation document and she and her assistant effectively reflect on their practice. The childminder is strongly committed to making ongoing improvements. This means that children get an effective service that enables them to achieve appropriately well in all areas of their development.

The childminder ensures she is effective in the implementation and monitoring of all aspects of the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has an effective system to ensure that the adult-to-child ratios are met and maintained well, and within this she is committed to making sure children enjoy a positive experience at all times when they attend her setting.

The childminder has a robust knowledge of child protection issues, supported by an effective safeguarding policy. This ensures that she and her assistant are very aware of the possible signs of abuse and know what to do if there are any concerns about a child. They are fully aware of significant events that must be notified to Ofsted. Children's well-being is assured as they are supervised effectively. The childminder is committed to giving the children all of her attention during the hours they attend her setting. She is knowledgeable about her own role and her responsibility for her assistant. She states that her assistant's main role is to support her in providing children with a positive experience.

The childminder and her assistant clearly understand and demonstrate in their practice a clear knowledge and understanding of promoting children's good behaviour through positive behaviour management. They implement procedures, for example, for toilet training, after close consultation with parents, which best meet the needs of the children. In addition, detailed policies support the childminder's practice. Required and additional policies and records are kept, including detailed accident and incident records, which the parents sign. Risk assessments, including daily, weekly and monthly checks, are in place. Hazards to children are kept to a minimum. The home is secure, and robust safety and security procedures ensure they are well protected. This means that children are safe and secure in the childminder's care.

Partnerships with parents are effective. This ensures they are confident to leave children in the childminder's care. She has good communication with parents to ensure continuity of children's care, learning and development. For example, the childminder talks to parents about all aspects of the Statutory framework for the Early Years Foundation Stage. This includes why and how she meets the learning and development requirements, and how they can be involved in this. Regular two-way sharing of written and verbal information enhances parents' experience and extends children's learning. Information is shared effectively with other professionals, if appropriate, in order to identify and support individual development needs of each child and help support their continued progress. Currently, no children in the childminder's care attend any other setting. However, through discussions, the childminder demonstrates effective strategies to engage other providers in consistent two-way sharing of information, including the sharing of children's learning and development and themes. Consequently, continuity and progression of children's learning and development is supported. Parents are encouraged to share their views about the childminder's service, both verbally and in writing. Children's views are readily sought. Therefore, children and parents are effectively involved in the evaluation and assist in the continuous improvement of the childminder's service.

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	EY388963
Local authority	Sheffield
Inspection number	940850
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	05/01/2010
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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