

Inspection date	25/10/2013
Previous inspection date	08/11/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The educational programmes are exceptional because the childminder plans sharply focused activities that support children to make outstanding progress in their learning and development.
- Children are extremely well prepared for the next steps in their learning because the childminder ensures that they acquire and use a range of self-help skills to promote their independence.
- Children have exceptionally warm and close relationships with the childminder. This is because she uses highly effective strategies to engage with the children when they first start in her care. Consequently, children rapidly develop strong emotional attachments with the childminder.
- The childminder has developed exemplary relationships with local schools and external agencies which ensure that children's individual needs are extremely well met.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation of a creative activity.
- The inspector discussed and evaluated the morning session of activities with the childminder.
- The inspector looked at a wide range of written records, including children's assessments and 'all about me' booklets.
- The inspector took a tour of the premises and the outdoor area.

Inspector

Sarah Taylor

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. She lives in Sheffield and her home is accessed by a step. The whole of the ground floor and the main bedroom and bathroom on the first floor are used for childminding. The childminder sometimes works with an assistant. She has two pet dogs.

There are currently 13 children on roll, five of whom are in the early years age range. The childminder operates Monday to Friday, 6am to 10pm, for 49 weeks of the year. She 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:

- refine routines for older children so they have more opportunity to have quiet time to think and reflect.

Inspection judgements

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

The childminder never misses an opportunity to extend the children's learning, which means that they are exceptionally well prepared for the next stages in learning and eventually the move to school. For example, while children play with stacking counters they count from one to ten. The childminder extends this by encouraging the children to count even further, and they eagerly count from one to 40, which the childminder praises. The childminder is highly skilled in ensuring she adapts activities to suit the children's individual interests. For example, the children have recently been on a nature walk and collected a number of interesting objects. They recollect the walk and decide they would like to explore the objects they found. The childminder responds quickly and takes the children to the kitchen area where she has already hidden the objects they collected in a large bowl of jelly. The children are delighted with this and quickly scoop the jelly in their hands to reach the pine cones, conkers and twigs that the childminder has hidden. The childminder extends the activity even further by handing the children photographs of each of the objects they have collected, she then shuffles the cards and each child takes one and retrieves the corresponding object from the bowl of jelly. This maintains children's interest for an extended period of time and they remain deeply focused on the task in hand. Furthermore, this activity provides children with an imaginative experience that promotes their exploration and creativity superbly.

The childminder supports children to make outstanding progress in their learning and development by carefully considering the activities she plans for them. She encourages the children to solve complex mathematical problems during their play. For example, when the children are building towers, the childminder asks the children questions that challenge their thinking, such as 'How many make two pairs?'.

The childminder places a strong emphasis on developing children's language and communication. For example, she encourages the children to sound out letters and teaches them new words, such as 'chameleon' and 'sword fish', during a flash card activity. Children learn about the similarities and differences between themselves and others because the childminder plans a varied range of topics and activities that reflect diversity.

Children are learning about nature because the childminder works closely with them to plant their own vegetables and to grow their own plants in the greenhouse. The childminder extends these opportunities by taking the children on regular outings to the local allotment and by carrying out cooking activities with them so that they can taste their own produce. Consequently, children are developing an exceptional understanding of the world.

Story times are a very exciting time for the children as the childminder uses different pitch and tone in her voice to model the different characters in the story. She extends children's enjoyment even further by asking them questions about the characters in the book. The childminder also ensures that children have time to relax, for example, with books on the cosy chairs. There is scope to develop this even further, for example, by refining the routine for older children to include more quiet time for them to think and reflect if they wish.

Children make excellent progress in their personal, social and emotional development because the childminder encourages them to work cooperatively, for example, during the animal matching activity. She extends this activity further by making the sound of the animals and asking if the sound is a loud or a quiet sound.

The childminder uses precise and detailed planning to ensure that she can easily identify any gaps in the children's learning. A variety of observations clearly identify children's next steps, and these inform the childminder's weekly planning. She combines a range of adult-led and child-initiated activities to ensure that children reach their full learning potential. This means that children are highly enthusiastic about their learning. The childminder completes an in-depth progress check at age two when it is the appropriate time. This is shared with parents and any other settings that children attend. The childminder works closely with parents and is dedicated to providing them with information, so that they can support their child's learning at home. Parents actively contribute to children's 'learning journeys' where they share information about their child's progress at home. The childminder meets each term with teachers from schools where children in her care attend, to discuss children's tracking documents and any further support they may require. As a result, there is a cohesive approach to children's learning, which means that they excel in their development.

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

Children display the signs of being physically and emotionally secure. For example, they are highly independent and their behaviour is exceptional, which shows that they feel safe in the childminder's care. Children have exceptionally warm and close relationships with the childminder. She uses highly effective strategies to engage with the children when they first start in her care. For example, she plans a thorough settling-in programme for parents and children so that she can become familiar with the child's and their family's needs and ensure transitions from home are smooth. Consequently, children rapidly develop strong emotional attachments with the childminder. When children leave the childminder's setting, she ensures that ongoing transitions are just as smooth, by talking to the children about their new environments.

The childminder praises children's efforts, which promotes their self-esteem. For example, one child is reluctant to play in the jelly. The childminder puts a small amount of the jelly in her own hand and some in the child's. The childminder then describes how it feels, praising the child continuously. After a very short period of time the child is very confident and begins to show the jelly to the inspector.

The resources are of excellent quality and are tailored to children's age and stage of development, which supports children to make excellent progress across the seven areas of learning. Children are making rapid progress in their physical development. This is because they have an abundance of opportunities to move in new ways, for example, they have free-flow access to the childminder's garden, regularly visit local play gyms and practise dance and movement. Children have a varied and plentiful diet. All food is home made and the childminder ensures that meals contain the different food groups, which ensures they are nutritionally well balanced. Children prepare their own snack where they manage their own safety. For example, they use knives to chop the fruit, closely supervised by the childminder. Children manage their own personal hygiene very well, for example, they wash their hands before meals, use the toilet independently and put on their coats for outdoor play. These independence skills support children to be prepared for school when the time comes.

Close partnership work with parents ensures that there is a two-way flow of communication between the childminder and parents, and she obtains detailed information about the starting points in children's care and learning. Consequently, relationships with parents are strong.

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

The childminder demonstrates an excellent understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She ensures that children are kept safe at all times, for example, her home is secure and she checks the identity of all visitors. The childminder has an excellent understanding of the signs and symptoms of abuse and is familiar with the importance of reporting any concerns she has about

children in her care. Regular and detailed risk assessments, which the children are involved in conducting, ensure that the childminder is aware of the potential risks to children, and that children are also aware of the potential hazards.

The childminder regularly monitors her planning to ensure that the curriculum she offers is broad, balanced and offers challenging experiences for the children. Consequently, all children are making excellent progress in their learning and any gaps are rapidly closing.

The childminder has developed exemplary relationships with local schools and external agencies. For example, she frequently meets with a local childminding group and has strong links with local network coordinators and the inclusion team. Her partnership with parents is exemplary and they say she is 'an amazing childminder who communicates exceptionally well with me', and 'My child loves the highly challenging activities especially the cloche making and learning about growing vegetables'.

Self-evaluation is highly successful in identifying priorities for improvements. This is because the childminder regularly sends out parent questionnaires and reflects upon the responses and conversations she holds weekly with the children. The childminder has met all recommendations raised at the last inspection. She attends frequent training and carries out regular supervisions with her childminding assistant, which includes a review of children's learning objectives and progress, any safeguarding concerns and support for parents. As a result, the childminder has an excellent understanding of her service and the children she cares for.

The Childcare Register

The requirements for the compulsory 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	EY405128
Local authority	Sheffield
Inspection number	903356
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	08/11/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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