

Inspection date	10/09/2013
Previous inspection date	03/02/2010

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

The quality and standards of the early years provision

This provision is satisfactory

- Children settle well and feel safe and secure because the childminder fosters warm relationships with them.
- Priority is given to protect and safeguard the welfare of the children. This is evident through effective practices that successfully promote children's safety and well-being.
- Proactive reflection on practice and strong working partnerships between the childminder, her co-childminder and assistants means that children continue to receive secure learning experiences.

It is not yet good because

- Children do not make the best possible progress across all of the areas of their development. The childminder is less knowledgeable about providing activities that reflect each individual child's learning style and complement the characteristics of effective learning.
- Children's well-being and learning are less well supported as the childminder does not always have complete information to assist her to fully understand or meet their needs.
- The childminder's organisation of the rooms and resources does not fully provide an environment where children can explore rich and diverse learning and development opportunities.

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 engage in a range of learning activities, play and daily routines with the children.
- The inspector held discussions with the childminder, her co-minder and the children.
- The inspector looked at samples of children's assessment records, activity documentation, the childminder's self-evaluation form and a range of other documentation.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family and works with three of her daughters, one of whom is a registered childminder and two are childminding assistants. They live in a house in Sheffield, South Yorkshire. The whole of the front garden, ground floor, plus toilet facilities and four bedrooms on the first floor of the childminder's home are used for childminding. The childminder attends local amenities and groups. She collects children from the local schools and pre-schools.

There are currently seven children on roll, four are in the early years age group, who attend for a variety of sessions. The childminder operates all year round, she offers weekend and overnight care. Hours are flexible depending on the requests of parents. The childminder holds an appropriate early years qualification at level 2. She is a member of the Professional Association for Childcare and Early Years. The childminder supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are fully enabled to make progress in their learning and development by providing activities that reflect each individual child's learning style and which complement the characteristics of effective learning.

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

- strengthen partnerships so that they fully support children's well-being, learning and development, by, for example, being proactive in encouraging parents and other relevant professionals to share significant information about individual situations and occurrences
- complete the reorganisation of the rooms and resources to make sure that children can explore rich and diverse learning and development opportunities fully.

Inspection judgements

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

Children make satisfactory progress as the quality of teaching is sound overall. Therefore, they are appropriately prepared for their future learning, including entry into school. The childminder knows individual children well and activities are provided around their current interests and development. However, the childminder is less knowledgeable about identifying individual children's learning styles and providing activities to support and complement the characteristics of effective teaching and learning. Children's assessment records clearly identify their next steps and the required progress check at age two is appropriately completed. These are then used to plan activities to support children's learning and development. The childminder has an appropriate understanding about focusing on the prime areas of learning and having regard for the specific areas of learning.

The childminder makes sure that children develop a positive attitude to learning because activities and experiences are based on their interests and are achievable. However, currently, the childminder is in the process of redesigning her play provision, including, providing a playroom. This results in children having few opportunities to choose activities because limited resources are provided; therefore, there is less opportunity for children to engage, explore and experiment. In spite of the childminder trying to resolve this by providing additional resources and taking the children to choose activities, they became unsettled.

The childminder engages appropriately with the children as she talks and listens to them effectively. Their language and communication skills are suitably extended through regular and routine conversations and during activities. Their learning is appropriately enhanced in the home and outside as they talk about colours, numbers and what they see on outings. For example, when walking to school the childminder encourages the children to count items and consider what colour the cars are.

Children's creativity is appropriately supported by the childminder as they explore and experiment with art and craft and imaginative resources. For example, they learn about caring for a baby as they enjoy playing with dolls which they put to bed and get the doll to use a potty. Throughout this, the childminder talks to the children about what they are doing and why. Children are learning pencil control as they readily use pencils and pens. They have opportunity to learn about nature on walks as they look out for and identify animals they see. Children's experience is extended as they visit local children's groups and amenities to expand their learning and development.

The childminder encourages the children to take turns, join in groups and provides them with opportunities to be involved in early writing and reading activities. In addition, she promotes independence by supporting them to dress themselves. Therefore, children are well prepared for the next stage of learning in their lives, including, children with special educational needs and/or disabilities and those who speak English as an additional language. Children are supported appropriately in the transition from home to the

childminder's as she obtains information about starting points from parents. Partnership with parents makes sure that children's progress is supported well as the childminder and parents share information about their child's development. In addition, she encourages them to talk about what their children have done at home.

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

Children are confident and secure with the childminder. She is warm and caring with them. This supports their well-being and promotes smooth transitions for them from their parents to her. They are acquiring suitable attitudes and dispositions they need at school or the next stage in learning. This is because there are secure links with parents and school in relation to assuring the continuity of care and learning. The childminder is alert to ensure that children's emotional well-being is appropriately promoted and assured, including, for those children who speak English as an additional language and with special educational needs and/or disabilities.

Children are learning about what is acceptable behaviour as they respond to the childminder's positive behaviour management. Their self-esteem is supported as the childminder uses lots of praise and encouragement. Children learn about the community and different cultures as they enjoy outings and activities, including, outings to children's groups and national and international celebrations.

The childminder contributes to children's understanding about keeping themselves safe through discussions and routines. For example, they are involved in fire evacuation procedures. On outings they talk about keeping safe and possible hazards, such as, slippery paths. She is vigilant in making sure they are safe in and outside of the home. Children are encouraged to develop healthy lifestyles with an appropriate focus on outdoor activities and play. They can test their physical skills and stamina as they walk, explore and run in the park and attend local children's amenities. Children learn about food appropriately through discussion and related activities. Self-care is promoted as the childminder supports the children to practise appropriate personal hygiene routines.

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

The childminder has a suitable knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. She generally, monitors children's progress and development sufficiently well. Consequently, children are making appropriate progress in all areas of learning.

The childminder demonstrates a strong knowledge and understanding of the safeguarding and welfare requirements. Children are protected from harm as she has a clear understanding of her role and responsibility to report any concerns. Their welfare is assured as the childminder ensures that all adults in the home are suitable and have the relevant checks. She has strict procedures and effective strategies to ensure children's

safety, security and well-being is assured. The childminder is vigilant to ensure hazards are kept to a minimum and children can explore their environment safely. Policies and procedures to promote the safety and well-being of all children are shared with parents and consistently implemented by the childminder. This includes robust risk assessments, security of the premises, collection procedures and accident and medication records. In addition, the childminder makes sure that parents are fully aware of any activities or routines children are involved in by discussions and confirms their agreement through written consents.

The childminder has generally successful partnerships with parents which support most children's individual needs. Parents are kept appropriately informed about children's routines. Information is shared verbally and through written documents. Partnerships with schools and other providers are secure and effectively support children's transitions into school and the next stage of their learning. However, the childminder is less proactive in making sure that parents and other professionals share with her relevant, significant information about individual situations and occurrences.

The childminder fully acknowledges the areas she needs to develop and is clearly committed to make changes to improve her provision to enable children to make the best progress. Her training is up to date and she is keen to continue to access training courses. The childminder is extremely reflective in her work and the very close working relationships between the childminder, her co-childminder and assistants provide both effective support and the opportunity to share ideas. The recommendations from the last inspection have been addressed. This means that children get a sound service that enables them to achieve appropriately in their development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY373474
Local authority	Sheffield
Inspection number	932382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/02/2010
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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