

Inspection date

23/10/2013

Previous inspection date

09/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 feel safe and secure in the warm and welcoming environment that the childminder provides. This helps them to settle quickly and enjoy their learning.
- Children have access to a wide range of good quality toys and play materials that enables them to make choices in their play and exploration.
- Children are safeguarded because the childminder is aware of her responsibilities to protect them from harm and knowledgeable about child protection.

It is not yet good because

- Ongoing assessment of children's learning and development is not robust enough to demonstrate that children make good, rather than satisfactory, progress across the educational programmes.
- Effective strategies to engage parents in their children's learning, both at home and while in the childminder's care, have not been fully developed, so that children's progress is enhanced.
- Self-evaluation is not sufficiently robust to demonstrate clearly how targets for improvement are prioritised and planned for, in order to drive continuous improvement.

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 sitting room, conservatory and the kitchen.
- The inspector undertook a tour of the premises and the areas used for childminding.
- Throughout the inspection on-going discussions took place between the childminder and the inspector.
- The inspector viewed documentation including policies and procedures, the children's records and the childminder's self-evaluation.

Inspector

Susan Wilcockson

Full Report

Information about the setting

The childminder was registered in 1983. She lives with her husband in a detached property in Sheffield. The whole of the ground floor is used for childminding. There is a large garden available for outdoor play. The family has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and provides care during term time only. There is currently one child on roll within the early years age range and five children who attend before and after school. The childminder is a member of the Professional Association of Childcare and Early Years and has a recognised level 3 qualification in early years.

What the setting needs to do to improve further

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

- improve the ongoing assessment of children's learning and use these assessments to identify and plan children's next steps for their learning so that they make good progress in their development across the educational programmes.

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

- encourage a more collaborative approach that encourages parents to be more actively involved in their children's learning and development by, for example, asking them to contribute to their child's progress records and asking them to share details of what their child achieves at home
- devise a clear improvement plan to demonstrate how identified areas for development will support children's achievements over time.

Inspection judgements

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

The childminder provides a welcoming environment where children freely access resources of their choosing, that interest them and support their learning. The childminder has a suitable understanding of how to promote children's learning and development and the resources provided help them to make satisfactory progress.

The childminder has just returned to childminding and only recently started to care for children. Observations and assessments are in their initial stages of development and the childminder has not yet linked these to the typical range of development expected for the children's ages to ensure they are making expected progress or if any gaps in their learning are emerging. As a result of this, the educational programmes are not secure enough to ensure that any gaps in learning are effectively addressed.

The childminder keeps parents informed about their child's daily care routines through daily feedback. Discussions from the start enable the childminder to gain an understanding of the child's likes, dislikes, interests and needs. However, effective strategies to engage parents in their children's learning at home and in the setting have not been fully developed, so that children's progress is enhanced. The childminder is aware of the progress check at age two and the need to complete this when the children in her care reach the required age.

Children are given opportunities to play and explore with activities of their choosing developing their confidence through the support of the childminder. Children receive praise and encouragement from the childminder which helps them to develop skills that support future learning. A young child smiles in response to the childminder who tells her well done and gives her a clap for matching shapes into a shape sorter.

A range of resources are available to children that support both fine motor skills and gross motor development. Children have access to a range of bikes and slides in the outdoor environment. Children climb onto the small trampoline and begin to attempt to jump up and down and explore further movements through the rocking horse, laughing as they move backwards and forwards. The childminder ensures the ball pool is available for a younger child to extend her previous interest and help her to further develop her confidence with this new activity. Children's emerging language is supported as the childminder extends children's learning, for example, by talking to the child about the colours and counting the balls. She repeats words spoken so that children can hear the words clearly supporting younger children with their language skills.

The childminder provides children with a range of toys that help them explore technology. Children show concentration as they become involved in pressing buttons that make sounds, dancing to the music. The large garden provides children opportunities to explore nature and develop their imaginative skills through den building experiences.

Children are supported in skills that prepare them for school. A parent comments on how the childminder supported her child in developing his independence in preparation for this next stage in his future schooling.

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

Children demonstrate they feel safe and secure with the childminder as she provides a warm and welcoming environment. This helps children to settle quickly and enjoy their

learning. Parents report that their children are very happy with the childminder. She provides appropriate support for each individual child as she gains information about the child's home routines and care from parents. Information is shared daily with parents which supports the child's continual care.

The childminder has a suitable understanding of behaviour management and how to deal with behaviour issues. She is vigilant to risks to children and supports children to learn how to manage their own risks. For example, children are praised for climbing safely into the ball pool and onto the trampoline. A younger child is supported when accessing a low step in the kitchen, reminded by the childminder to hold her hand before she moves down.

The childminder ensures the environment is safe. She has carried out a risk assessment of her environment and has provided safety measures, such as, locks and socket covers. The childminder provides regular drinks and a snack of fruit for the children. Children bring a packed lunch and the childminder provides plates and cutlery that enable the children to develop self-care skills as they learn to feed themselves.

The childminder provides a suitable range of resources that are appropriate for the ages of the children both indoors and outside. She has an understanding of the children's interests and ensures resources are freely available from which children initiate their own play and learning. Children are confident to explore the environment and enjoy achieving what they set out to do.

The childminder takes and collects children from school. These visits help to support children become familiar with their environment and wider community, and help to prepare them for their transition to school.

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

The childminder has a satisfactory understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder is in the process of establishing robust observations and assessments to ascertain children's progress. Children's next steps in their learning are identified, but her planning is in its initial stages of development and not yet monitored securely to ensure that it identifies any gaps in children's learning. Consequently, children's progress is not fully supported to enable them to meet their full learning potential.

The childminder has completed a self-evaluation of her practice and provision which reflects on her knowledge and the support she can provide for the children in her care. However, she has not yet developed an improvement plan to show how targets for improvement are prioritised and planned for in order to drive the continuous improvement of the provision.

The safeguarding and welfare requirements are understood by the childminder who has

policies and procedures in place that underpin her practice. Children are safeguarded as the childminder has a secure understanding of safeguarding issues and is aware of the procedures to follow if she has concerns about a child in her care. The childminder understands how to report any concerns to the appropriate agencies. The childminder has a written risk assessment detailing her home environment as well as trips and outings, which ensures that potential risks to children's safety are identified and minimised or removed. Children are protected in the event of an accident because the childminder has a current paediatric first aid certificate. In addition, the childminder has booked training to refresh her safeguarding knowledge demonstrating her commitment to her own professional development. Since her last inspection the childminder has been involved in speech and language training aimed at supporting young children's language and communication development.

Parents are positive about the care their children receive with the childminder. Information about children's care and the activities they have participated in are shared verbally each day. Parents fill out suitable registration and consent forms so that the childminder has the relevant details in order to satisfactorily meet children's needs. The childminder takes children to, and collects them from, local schools. Children currently in her care do not attend other early years providers, however, the childminder has a suitable understanding of sharing information with other providers to ensure a continuity of care and learning for the child.

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	300194
Local authority	Sheffield
Inspection number	904883
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/06/2009
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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