

**Inspection date**

27/11/2013

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 has a good awareness of how young children learn and this contributes towards the good progress children make in relation to their starting points.
- Lots of praise and encouragement help the children to become confident in their own abilities, fostering their independence and ability to make healthy choices and keep themselves safe.
- Children enjoy warm, caring relationships with the childminder who effectively supports their personal, social and emotional development.
- The childminder has a good understanding of safeguarding children and gives high priority to their safety.

**It is not yet outstanding because**

- There is scope to improve the opportunities for children to use the outdoor area in order to enrich their learning.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

## 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 in the play rooms and the outdoor area.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
- The inspector took account of the views of parents and carers from written references and questionnaires.
- The inspector spoke to the children during free play.

## Inspector

Hayley Gardiner

## 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 husband and two children aged two and four years old in Chapeltown, South Yorkshire. The family have a dog. The childminder and children visit the shops, library and park on a regular basis. The childminder collects children from schools and pre-schools.

There are currently seven children on roll, four of these are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- enhance the outdoor provision by offering children opportunities to use open-ended resources, for example, by providing tyres, drain pipes and construction sets. Offer children opportunities to learn about the natural world by, for example, taking part in planting and growing activities
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

### Inspection judgements

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

The childminder has a very good knowledge and understanding of the seven areas of learning and fully supports all children's development. Effective monitoring of the educational programmes ensures that all aspects are included successfully. Planning is well thought out and meets children's individual needs well. Individual learning files are in place for all children, and these include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder works carefully with parents to support children's learning from the start. On-going discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress. This along with the childminder's positive engagement and interaction with children helps to combine their learning, particularly in their prime areas of development; showing the quality of teaching is good. Assessment is used effectively to plan for their next steps in

learning and as a result, the childminder includes suitable activities, experiences and challenges for the children.

The childminder offers a rich learning environment indoors, covering all areas of learning. She displays resources well so that they are easily accessible for all children to make their own choices. The outdoor environment is used well at times but there is scope to improve opportunities for children to use open-ended resources in different ways and learn about the natural world as they plant and grow. Children enjoy their time with the childminder; they participate in a range of interesting activities. The activities are planned in advance; however, this is very flexible to allow children to do what they want. All activities successfully reflect children's individual interests. This helps children to develop the characteristics of effective learning. For example, children are provided with interesting toys and equipment that foster their curiosity and imagination. As a result, children are keen to find out how things work and talk enthusiastically about their discoveries as they role-play with the trucks and bricks. The childminder communicates well with children, asking questions which help them to think and find out things for themselves, such as 'where do we put the bricks?'. She uses simple questions, such as, 'Which one could it be?' and 'What do you think?'. This promotes children's thinking and problem solving skills. This gives them confidence to say and apply their own ideas in play.

Children develop their creative and thinking skills on a daily basis where interactions challenge the children effectively. The childminder speaks to children constantly about what they are doing, talking expressively to them as a matter of routine. She encourages children to extend their vocabulary through questioning and explanation as they gain confidence in constructing sentences. This helps children have the key skills needed for their next stage in learning. Younger children enjoy babbling, increasingly experimenting with sounds, and creating personal words. The childminder listens actively to the different messages young children are trying to convey. She then repeats and models the language to help them build sentences. Children's personal, social and emotional development is supported well.

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

Children are very settled and content in the childminder's care. This is because she displays a calm manner and interacts well with them. She knows their individual needs very well. Children show their attachment to the childminder by indicating they want her to join in with their play. She responds to their wishes and engages with them with enthusiasm. The childminder works closely with parents to effectively support children. She follows their individual routines and care needs to ensure they experience continuity. The childminder has also spent time with the children's family in her home so she can get to know the entire family well. This helps children to move between home and the childminder's care with little disruption or disturbance.

The childminder is a good role model and follows well-established hygiene routines. The children develop self-care skills, for example, washing their hands with little support. They practise routine hygiene procedures and learn the importance of hand washing. The

childminder provides fresh drinking water, milk and juice for the children in their individual drinking cups. She promotes healthy eating and lifestyles, by offering children a variety of nutritious food during the day and by encouraging them to drink plenty of fluids. Children benefit from regular physical exercise and fresh air when they go for a walk or play in the park. This promotes children's good health and well-being.

Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to sit on their bottoms on the chairs at mealtimes so that they do not fall off. She gives clear indication as to how she expects children to behave, for example, praising their good playing and thanking the children for tidying up. Children gain a good understanding of how to keep themselves safe. They negotiate the space safely and learn how to behave when in the different areas of the provision. They regularly practise the evacuation drill so they know how to leave the premises safely in an emergency.

Children are well prepared for the move to school and for their future learning. This is because children learn very positive skills and attitudes to exploring and learning, building friendships and learning how to manage their self-care. The childminder has good links with some of the local schools and has developed relationships with the teachers, of some settings that children attend in order to ensure that important information about children's learning and development is shared. However, this work has not been fully extended to include all the practitioners who are involved with minded children. As a result, there is more to do to strengthen communication links with some partners.

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

The childminder is well organised and maintains all the required paperwork, such as, children's information and a record of their attendance. Her policies and procedures are shared with parents so they are aware of her responsibilities. The childminder has a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in her care. She carries out thorough risk assessments of her home and takes appropriate steps to keep children safe.

The childminder monitors children's progress well and has a very good awareness of their abilities and skills. The well thought out planning helps her to ensure that she covers each area of learning with adult-led activities, or plans for the availability of resources to support children's learning. The childminder is aware that children develop at their own rate. The childminder demonstrates a good understanding towards monitoring and evaluating her service. For example, she values the support and advice provided by the local authority coordinator and other childminders, ensuring she continues to provide a high standard of practice and a good quality service where children are safe and can learn effectively.

Partnerships with parents are well established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions to

nursery or school. Parents are able to share information about their children with the childminder, they discuss children's progress when dropping off and collecting their children. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities; she has established links with some local agencies and schools to support all children to ensure continuity of care and learning for all children.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY460630       |
| <b>Local authority</b>             | Sheffield      |
| <b>Inspection number</b>           | 921544         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 4              |
| <b>Number of children on roll</b>  | 7              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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