

Inspection date	14/11/2013
Previous inspection date	03/08/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Superb partnerships with parents means that detailed information is shared with them about their children's learning and as a result, they are very well-supported in promoting their children's learning at home.
- Children make very rapid progress in their learning because activities are stimulating, take account of children's interests and provide them with challenges that help them to attain the next steps in their development.
- Children make excellent progress in the communication and language skills because the childminder uses props and sign language very skilfully to promote their understanding of spoken language.
- The childminder has an exemplary understanding of her responsibilities for safeguarding children. As a result, children's safety and well-being is given utmost priority at all times.
- Rigorous scrutiny of the provision that involves all of the setting's users, means areas for improvement are identified and swift action is taken. As a result, the childminder ensures the service she provides meets their needs.

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 two rooms.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also her co-childminder, in Sheffield. Children are cared for in a purpose built section on the ground floor of the house and two first floor bedrooms. Children have access to an enclosed outdoor play area.

The childminder attends a number of playgroups and activities at the local children's centre. She visits the local shops and parks on a regular basis. Her co-childminder collects children from the local schools. There are currently 14 children on roll, four of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The family have one dog as a pet.

What the setting needs to do to improve further

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

- enhance the already skilful use of open-ended questioning to extend children's learning and fully explore their knowledge and ideas, therefore, maximising learning opportunities to ensure children continue to make best progress across all areas of learning.

Inspection judgements

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

The childminder has an excellent understanding of the learning and development requirements. Her knowledge of how children learn is superb and this ensures she can provide children with a rich and varied range of imaginative activities that capture their interest and motivate their learning. The highly effective balance of adult-led and child-led play means children can follow their interests, while being supported in making progress towards the next steps in their learning. For example, children explore a pirate theme where they plan journeys using maps. Their skills in solving problems are effectively promoted as they hunt for treasure. The childminder follows their lead by exploring the animals they might find in the different countries they encounter. Using the computer to research different countries supports children's understanding of how technology can be used to follow their interests and develops their understanding of the wider world. Younger children's understanding of technology is promoted through the use of programmable toys that help them to learn how sequences of actions achieve desired results, such as how pushing balls into a funnel produces music.

The childminder skilfully plans activities that make the best use of her skills and those of her co-childminder. She utilises his skills to enhance children's learning in the outdoor environment where they explore the local woods and build dens. Their critical thinking skills are promoted by constructing on a large scale as they work out how to put branches together, so that the den does not fall down. Occasionally, the childminder overlooks opportunities to extend children's thinking and help them make connections between their different learning experiences. As a result, their knowledge and ideas are not, always, explored in as much depth as they could be. For example, during story time she misses the chance to use open-ended questioning to help children make the link between the story and the animals they have seen during trips to the farm.

Children use everyday household items, such as plastic bottles and rice to make musical instruments that they can use to explore sounds during lively music sessions. Children's communication and language skills are expertly promoted through lively rhymes, stories and everyday discussions. The childminder skilfully uses props and objects to support children's developing understanding of English. Excellent use of sign language supports interactions with children, who have difficulty communicating through spoken language and as a result, their understanding of language is making very strong progress. Parents and carers comment that they are very impressed by how well the youngest children can effectively communicate their needs, such as 'food' and 'drink', by using sign language. Robust partnerships with professionals at the local children's centre means the childminder can access support services for children who need additional support, such as speech and language therapy. As a result, those who come into the childminder's care below the expected targets for their age are making very rapid progress and the gaps in their learning are quickly narrowing.

Well-planned educational programmes help children to prepare for the move to school. Adult-led activities focus on early literacy and mathematics and as a result, they are developing some of the skills they will need for their learning in school. The childminder shares detailed information with other professionals, such as teachers from the local primary school, to ensure the strategies she uses to help children learn, reflect those used in school. This ensures continuity in children's learning.

The childminder values highly the contribution parents can make to their children's learning and she works exceptionally hard to promote partnerships with parents. She finds out about children's starting points, interests and their next steps in learning from their parents during initial visits to the setting. This means the activities she plans for them target their preferences for learning and take into account the skills they have already attained. A secure interactive system makes certain parents are fully involved in their children's learning and the assessment of their progress. Photographs and videos of their children enjoying activities are sent to them daily. Observations are uploaded regularly and they can access their children's learning records at any time. This helps them to understand how very high quality teaching supports their children's rapid progress towards the early learning goals. Parents use the system to share photographs, children's achievements and their learning experiences at home. This ensures information about children's learning is continually updated. The childminder uses the information to plan educational programmes that are designed to target the needs of individual children and

promote their continuing progress. Through electronic updates and daily discussions parents are kept informed about topics their children are enjoying, such as 'The naughty elf'. Activities are shared with them to help them promote their children's learning at home and this means children experience continuity in their learning.

Robust partnerships are in place with other early years providers and the local primary schools. Information about children's learning is shared with other early years providers for children who experience shared care and this ensures children's ongoing development is effectively supported. Rigorous tracking and assessments ensure information shared about children's learning is precise and accurate. Very detailed records of children's learning are designed to help parents easily track their progress. Access to learning records and daily discussions with the childminder keep them exceedingly well-informed about how their child is meeting the expected milestones for their age. The childminder has an excellent understanding of where each child is in their development. This ensures children are provided with activities that offer them high levels of challenge and significantly enhance their learning experiences because they reflect their preferences for learning. For example, during an activity using a range of construction materials to build models of trains, children share their ideas and explore their interest in wheels and vehicles. The childminder has completed the required 'progress checks at age two' and shared them with all relevant partners, thus ensuring children who might need early intervention are quickly identified. This ensures systems put in place to support them are timely and effective.

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

The childminder gives children's safety and protection the utmost priority without limiting their independence. Children are very well-supervised and kept safe because the childminder is vigilant. The layout of rooms children use are planned very well to make the best use of the space available. Sleeping areas ensure children can enjoy uninterrupted sleep in a comfortable environment. They have free access to the garden and this means they can enjoy outdoor play and learning in all weathers. They develop physical skills, while learning how exercise supports their overall health and well-being. Through highly effective teaching the childminder supports children's developing understanding of how to keep themselves safe. For example, she helps them to use large climbing equipment safely during visits to the local parks and soft play centre. Children are encouraged to risk assess for themselves. They are taught to observe safety rules when playing near water and visiting animals at the farm. They explore growth and change by monitoring the progress of the fruit and vegetables they plant and they investigate how the natural world changes with the seasons.

Children who attend the childminder's setting live in a diverse cultural community and they develop their understanding of equality and diversity through a broad range of activities, including stories, role play and activities they enjoy at the childminding group, such as cultural celebrations. Through effective teaching children begin to understand the needs of others because explanations given to them are clear, simple and age-appropriate. This is helping to prepare them for the larger social environment they will experience in school

where they will meet children with a range of different abilities and from a variety of cultures. The childminder is helping children to understand that everyone is different and this is demonstrated by the strong peer relationships they have both with adults and each other. First class partnerships with parents mean the childminder works closely with them to reinforce boundaries for children who demonstrate unwanted behaviour and this ensures children receive clear and consistent messages. Children are developing a very good understanding of right and wrong and as a result, they behave very well.

Children demonstrate they have robust attachments with the childminder because she is loving and attentive. Short settling-in sessions, which children enjoy with their parents help them to settle easily into the setting and develop secure relationships early in their care. Parents are reassured during children's introductory visits because photographs uploaded onto their interactive system and updates throughout the day, keep them very well-informed about their how their children are settling. Children in the childminder's care show they are confident and self-assured. Praise is used effectively to develop their self-esteem and as a result, they are confident to try new learning experiences. The support children receive to get them ready for transition into school is excellent. The childminder visits the local primary school to make certain information about the most vulnerable children is shared. As a result, they enjoy continuity in their care and receive the additional support they need when the time comes for them to move on. Children are taught to be independent in their self-care and this means they can attend to their own personal care needs when they move on to school. The childminder's co-childminder takes children to the local school when he collects older children. As a result, they are well-prepared for the changes when the time comes for them to move on because they are familiar with the school setting and some of the everyday routines.

Children enjoy a wide range of healthy snacks and drinks and have free access to fruit throughout the day. The childminder promotes healthy eating with children through cooking activities and everyday discussions and she shares ideas with parents about what to include in children's lunchboxes. This means children are beginning to understand why a healthy diet is important to their overall health and well-being.

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

The childminder has an excellent understanding of the learning and development requirements. She is a very good role model and mentor for her co-childminder and is highly efficient in identifying any weaknesses in both his and her own practice. She demonstrates a high level of commitment to professional development and attends a number of training programmes that develop her already high levels of skills, such as using sign language to promote communication and working with children with special educational needs and/or disabilities. She shares her skills with her co-childminder and through ongoing mentoring he is continually building on the skills he already has. This means together they can offer an excellent package of care and learning because their individual skills are used to full effect. The childminder closely scrutinises planned educational programmes to make certain they offer children optimum challenge and

promote their ongoing progress. She monitors and assesses children's progress on a daily basis. This means any gaps in their learning are quickly highlighted and action is taken to address them. As a result, all children are making rapid progress across all areas of learning.

The childminder has effective arrangements in place for safeguarding children both on the premises and while out on trips. The premises are kept secure through the use of closed circuit television, which monitors the outside of the premises and records the arrival and departure of any visitors. A register of children's attendance, including when they arrive and leave, is in place and this ensures ratios are adhered to. The childminder has completed advanced safeguarding training to develop her knowledge of how to keep children safe. Detailed risk assessments are in place and are reviewed regularly to ensure children are kept safe both on the premises and during trips. Rigorous daily checks ensure the premises are free from hazards. The childminder holds a current first aid certificate, which means that she can give suitable treatment if there is an accident to a child in her care.

The childminding service benefits greatly from the teamwork of both childminders. They work together to continually evaluate the service they provide and this ensure any areas for improvement are quickly identified and action is taken to address them. To ensure very high standards are maintained, all users of the setting are actively involved in evaluating the provision. The childminder has prioritised the building of partnerships with parents and regularly seek their views when considering changes to the service they provide. For example, for some children leaving their parents in the morning is stressful. The childminder worked with parents to change their routines and now they leave their children at the door in the morning and spend time in the setting in the afternoon when they collect them. Effective action has been taken to address previous recommendations, such as reviewing the behaviour management policy to ensure it is consistent. The childminder is a member of the local authority 'Children Come First' network and her provision is monitored by them annually to ensure high standards continue. The childminder supports parent's understanding of her practice by sharing policies and procedures with them.

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	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

Unique reference number	300292
Local authority	Sheffield
Inspection number	941706
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	03/08/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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