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| Inspection date | 19/12/2013 |
| Previous inspection date | Not Applicable |

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

- Children enjoy a wide range of learning experiences both in the setting and outside. As a result, they are making strong progress in all areas of learning while developing a good understanding of the world around them.
- Parents are well-informed about their children's learning. This means children enjoy continuity in their learning because parents are included in assessing their progress and in identifying their next steps.
- Children are taught to consider the needs of others and as a result, they develop good peer relationships which prepare them for the larger social environment of school.
- The childminder evaluates her practice and this means she accurately identifies her strengths and weaknesses. As a result, she has clear action plans in place for improving her practice.

It is not yet outstanding because

- On occasions, the childminder misses opportunities during planned activities to introduce new words and this means she does not, always, fully promote children's development in using sounds and words to communicate for a range of purposes.
- The childminder has yet to develop a comprehensive knowledge of the early intervention services other professionals provide for children. This means that she does not, always, know where to direct parents if they have concerns about their child's development.

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 main playrooms.
- 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.

Inspector

Nicola Dickinson

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 co-minds from the premises of another registered childminder in the Frechville area of Sheffield. In total there are three registered childminders working at various times. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- promote children's knowledge and understanding of sounds and words, thus enabling them to develop a wide range of words that help them to use spoken language for a range of purposes
- extend her knowledge of the roles of other professionals in the provision of early intervention services in order to seek timely and effective support for children who may need additional support in their development.

Inspection judgements

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

The childminder has a very good understanding of how children learn. Working with her co-childminders, she uses her knowledge to provide children with a wide range of interesting activities both on the premises and out in the community. For example, visits to places of interest give them the opportunity to see tarantulas and snakes. They discuss how they shed their skin when they grow and this supports children's developing understanding of growth and change. Their learning is extended in their investigations of the changing seasons during visits to the local park. Seasonal activities provide children with a range of craft activities that help them to develop and share their own ideas, such as making models of angels from recycled materials. The childminder encourages their growing control over small tools, such as glue sticks and scissors to cut paper. As a result,

they are developing the skills they will need for early writing. Children's understanding of technology is promoted through the use of programmable toys that help them to learn how sequences of actions achieve intended results. For example, they solve puzzles using computers designed for pre-school children. They develop their critical thinking skills during child-led play, such as working out which way around the drawers need to go to fit into the chest in the doll's house. This means they are learning to solve problems for themselves and this gives them the foundations for early mathematics. Focusing on early literacy and mathematics with older children, the childminder teaches them some of the skills they will need for their learning in school. For example, they learn to recognise letters from the alphabet and more complex shapes.

The childminder works closely with her co-childminders, to plan educational programmes that help the youngest children to develop in the prime areas. Children's communication and language skills are promoted well through everyday conversations, songs and stories. Using props, such as story sacks, the childminder competently promotes children's developing understanding of English. On occasions, the childminder overlooks opportunities to introduce new words into children's play and as a result, their development of a wider vocabulary is not promoted as well as it could be. For example, during a creative activity the childminder misses the chance to introduce words, such as 'soft', 'hard' and 'sparkly'. Nevertheless, children's records show they are making strong progress in meeting the milestones for their age and they demonstrate very good communication skills. The childminder shares information with teachers from the local school to ensure the plans she uses to help children learn, reflect those used in school. This ensures continuity in children's learning when the time comes for them to move on. Information about children's learning is shared with other early years providers, such as the local school nursery, for children who experience shared care and this ensures children's ongoing development is effectively supported.

The childminder has very strong partnerships with parents. She works closely with them to find out about children's starting points, interests and their next steps in learning. Observations of children's progress are completed regularly and they are shared with them. Parents can access their children's learning records at any time and this helps them to understand how high quality teaching supports their children's swift progress towards the early learning goals. Through daily discussions parents are included in the assessment of children's progress and in setting their next steps. This ensures information about how well children are achieving is continually updated. As a result, the childminder can plan educational programmes that take account of children's interests, the skills they have already acquired and the goals set for them. Activities and ideas are shared with parents to help them promote their children's learning at home and this means children experience continuity in their learning. Established partnerships are in place with other early years providers and the local primary school. Robust tracking and assessments of children's progress ensure information shared about children's learning is up-to-date and accurate. The childminder is aware of her responsibility for completing the required progress checks at age two and sharing them with all relevant partners, thus ensuring children who might need early intervention are quickly identified. However, the childminder does not have a detailed knowledge of the roles played by other professionals in the provision of early intervention services. This means that should a child need additional support in their learning, the childminder would not, always, be knowledgeable about where to seek

additional support and this could delay effective intervention.

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

Children's safety and protection is given high priority without limiting their independent investigations. Children are very well-supervised and kept safe because the childminder is watchful. For example, babies who are learning to walk are closely observed and the space is managed to minimise obstacles. Children enjoy outdoor play and learning in all weathers. They develop physical skills during a variety of activities, such as climbing on large play equipment in the local park and regular walks. The field near to the childminding setting gives them the opportunity to run and play games in a large open space. By doing so, they learn how exercise contributes to keeping them healthy. Children are encouraged to risk assess for themselves. They are taught to observe safety rules when playing near water and to look for hazards during walks to school. Children enjoy a range of healthy snacks and drinks. Meals are planned to ensure they are balanced and nutritious and they are shared with parents. The childminder promotes healthy eating with the children through cooking activities and everyday discussions. This means children are beginning to understand why a healthy diet is important to their overall well-being.

Children who attend the childminder's setting live in a diverse cultural community. When they move on to school they experience a fully inclusive environment that caters for children with special educational needs and children from a wide variety of cultures. To prepare them, the childminder promotes their understanding of equality and diversity through a wide range of activities, including stories, role play and cultural celebrations. Through effective teaching children begin to understand and tolerate the needs of others. The childminder takes children to playgroups and this means children are beginning to build relationships in a larger social group. They are developing strong peer relationships both with adults and each other because the childminder teaches them to share, consider each other's needs and be kind to each other. The childminder manages children's behaviour very well because she gives them consistent, clear and age-appropriate explanations. As a result, they are developing a clear understanding of the expectations for their behaviour and a thorough understanding of right and wrong. Consequently, they behave very well.

Children enjoy short settling-in sessions with their parents when they first enter the childminder's care and this helps them to adjust to the changes by providing some continuity in their care. Praise is used effectively to develop children's self-esteem and as a result, they are confident to 'have-a-go' and try new learning experiences. The support children are given to get them ready for moving on to school is good. 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 takes children to the local school and nursery when she 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 setting and some of the school routines.

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

The childminder has effective arrangements in place for safeguarding children both on the premises and while out on trips. Risk assessments are in place and are reviewed regularly to make certain any risks to the children are minimised. Daily checks of the premises make sure it is clean, safe and well-maintained. The childminder has attended safeguarding training to develop her knowledge of how to keep children safe. She holds a current first aid certificate, which means she can give suitable treatment if there is an accident to a child in her care. A register of the children's attendance, including their times of arrival and departure, is in place and this ensures ratios are adhered to. The childminder provides care for a number of older children who attend before and after school and she is careful to ensure they do not have a detrimental impact on the youngest children when the setting is busy.

The childminder works closely with her co-childminders to evaluate the setting and make improvements. She regularly seeks the views of parents and children when considering changes to the service they provide. For example, children are consulted when new resources are purchased. An effective monitoring process enables the childminder to accurately assess her strengths and weaknesses. She recognises there are gaps in her knowledge of the Early Years Foundation Stage and she is working with her co-childminders to further develop her knowledge. The childminders work very well as a team and the childminder consistently seeks their advice to improve her knowledge and skills. She receives support from the local authority childcare development team and through regular monitoring visits they ensure high standards are maintained. The childminder works well with others and supports parent's understanding of her practice by sharing policies and procedures with them.

The childminder has a very good understanding of the learning and development requirements. Through ongoing mentoring from her co-childminders, and effective role-modelling, any weaknesses in her teaching are identified and addressed. She accesses relevant training and as a result, she is continually developing the skills she already has. The childminder reviews planned educational programmes to ensure they offer children challenge and promote their continuing progress. As a result, all children are making strong progress across all areas of learning.

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 | EY461880 |
| Local authority | Sheffield |
| Inspection number | 926762 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | not applicable |
| 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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