

Inspection date	06/11/2013
Previous inspection date	29/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 access and experience a good range of toys and activities both indoors and outside that promote and stimulate their learning through all areas.
- The childminder takes full account of children's individual learning styles and interests as she plans age-appropriate activities and effectively monitors and tracks their development to ensure they make good progress towards the early learning goals.
- Well-established routines ensure children feel safe, behave well and are confident in selecting activities.
- The childminder works closely with parents to establish children's starting points and care routines and regularly shares information with them around children's progress and development.
- Robust policies and procedures are in place, which are fully understood by the childminder and her assistant to ensure children are well safeguarded.

It is not yet outstanding because

- The childminder does not always provide a wide range of resources to enable children to expand more fully on their very good learning in some spontaneous activities.
- Regular supervision is not yet fully implemented for the childminder to effectively monitor or assess her assistant's practice and performance to improve even further how she works with children.

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 throughout the inspection.
- The inspector looked at children's assessment records and learning journals.
- The inspector checked evidence of the suitability of all adults.
- The inspector took account of the views of parents from information supplied in the questionnaires completed by them.

Inspector

Karen Byfleet

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 13 years and 11 years. The family has pet guinea pigs and they live in the Harthill area of Sheffield. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden for outside play.

The childminder operates all day, Monday to Friday from 6.30am to 6pm, all year round. An assistant works with the childminder on a part-time basis. There are currently 14 children on roll and of these, seven are in the early years age group. The childminder lives close to local schools, parks and shops.

What the setting needs to do to improve further

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

- extend younger children's learning further, especially through spontaneous activities, by providing additional props, such as mirrors, to encourage their full involvement
- develop further the system of monitoring and assessing the assistant's practice and performance, in order to identify training and any areas for development to benefit children.

Inspection judgements

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

The childminder has a good understanding of how children learn. Children's progress is monitored and tracked well and she uses the information gathered from the observations she makes to plan for children's individual learning needs. As a result, children are making good progress in their learning and development in readiness for their move into school. Summaries of children's progress are shared regularly with parents, so they can clearly see the next steps that the childminder is planning to work on. The summaries are also used by parents to share with the childminder what the children have been doing at home and to add any next steps they wish her to include and consider, such as when their children start potty training. Resources are, generally, organised effectively to enable children of all ages to see what is available to them and for them to make independent choices about what they wish to play with.

The childminder engages well with the children. She gets down on the floor with them and

communicates well using eye contact, gestures, such as clapping and facial expressions, especially with the very young children. Teaching is, generally, good and children are well supported. However, opportunities to expand and extend what children are learning, with the addition of further resources, are sometimes missed. For example, during a spontaneous activity where the childminder and children are talking about facial features and colours, the childminder asks a young child what colour eyes another child has. The child looks at the other child and is able to say they are blue. The childminder then asks the same child what colour their own eyes are. The provision of a mirror in this instance would have further enhanced the activity by enabling the child to see their own eyes and extended the activity. For example, talking about facial features and the differences they see in each other.

Regular visits to local toddler groups enhance children's social skills, as they meet and play with other children. The outdoors is used effectively to support and extend children's learning in understanding the world and mathematics. For example, as children show interest in spiders, they spend time in the garden looking for spiders and their webs. With the addition of a 'web maker' and supporting reading material, older children can compare the different webs created by spiders to see how they are spun and how their prey are caught in them. Through a varied and exciting range of craft activities, such as collage, painting and model making, children of all ages can use their creativity and their imagination.

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

The childminder knows the children and their families well. She has built firm relationships with the children, so that they feel safe and secure with her. Relevant information is gathered from parents when children start attending, which provides the childminder with a base for establishing what children can do and their individual routines. This information helps with settling children into the setting. It also enables the childminder to ensure the transitions between home and her setting are a positive experience for the children. She also understands the importance of ensuring transitions to school are managed sensitively, so children settle quickly.

Children are confident to approach the childminder and thoroughly enjoy her engaging in their play. The childminder is a good role model and approaches behaviour management in a calm and consistent way. She uses gentle reminders about sharing and taking turns, so that children learn to play cooperatively. Children are given lots of positive praise and recognition for their efforts and achievements. For example, a star chart has been introduced for children who are potty training and the childminder praises them when they independently put on and take off their own shoes and coats.

Children are developing a good awareness and understanding of their own personal care. They know to wash their hands before eating and after using the bathroom with little prompting from the childminder. A clean, well-maintained environment and regular risk assessments of the premises, outings and resources help to ensure children's safety in the home. Good levels of supervision also helps to ensure their safety. Children have access to a secure garden area for outside play. Regular visits to local parks support children's

physical development and enhance their health and well-being. Children's safety is further enhanced as the doors to the home are kept locked at all times while children are present, with the keys easily accessible to adults in case of an emergency. Children take part in regular evacuation practises and are developing a good understanding of how to stay safe through the childminder's emergency evacuation plan.

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

The childminder has a good understanding of safeguarding and has ensured that appropriate checks on the assistant she employs have been carried out. She has a clear understanding of her role and responsibilities with regard to safeguarding and knows the procedures to follow should she have any concerns about the welfare of a child. The childminder has ensured her assistant has completed first aid training and that she has read and understood the safeguarding policy and procedure and knows what to do should she have any concerns about a child. Supervision of children is good, they are always within sight or earshot of the childminder and her assistant. A daily register of attendance is completed for all children and the assistant clearly shows that ratios are maintained, which further ensures children's safety.

The childminder has a secure understanding of the learning and development requirements. She regularly monitors the educational programmes and ensures all areas of learning are covered and that children are presented with age-appropriate challenges. The childminder has not yet implemented a fully effective system to monitor her assistant's practice and performance to ensure she is working to the optimum and whether further training would benefit her and the children. Through her evaluation of her practice, the childminder has clearly identified areas for further improvement to ensure children make the best progress.

Through her positive relationships with parents, the childminder liaises regularly with them around the care and education of their children. Questionnaires completed by parents show how they appreciate the care provided by the childminder and her assistant as they comment on how their children enjoy their time with them and how they are pleased with the progress their children are making. Regular exchanges of information between the childminder and other settings where some children attend, promotes consistency of care and learning across both settings.

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
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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	EY447523
Local authority	Derbyshire
Inspection number	931551
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	29/11/2012
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
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M1 2WD

T: 0300 123 4234
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