

Inspection date

Previous inspection date

06/01/2014

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

- Children's self-esteem and confidence are supported well through the childminder's consistent use of praise and encouragement. They build secure attachments with her, which ensures they are settled and happy in the provision.
- The childminder supports children's language development well. She engages in children's play and encourages them to express themselves. This means that children's communication skills are developing well.
- Safeguarding procedures are well met. As a result, children's safety and welfare is promoted effectively.
- The childminder is keen to develop her service. She acts on advice and attends training to extend her knowledge. Her plans for improvement are well targeted to strengthen her practice.

It is not yet outstanding because

- The childminder provides fewer opportunities for young children to play with natural and tactile resources.
- There is scope to strengthen the current system of tracking the observation and assessment of children, in order to further support their best possible progress in all areas of learning.

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 toured the premises used for childminding.
- The inspector observed practice and interaction between the childminder and children during play and at snack time.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector examined the children's learning development records and observation, planning and assessment procedures.

Inspector

Christine Walker

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 two children aged seven and three years in a house in the Meadowhead area of Sheffield. The whole of the ground floor, bathroom on the first floor and the rear garden is used for childminding. The childminder attends a toddler group and activities at the local children's centre and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, three of whom are in the early years age group and attend for a variety of sessions on a part-time basis. The childminder operates all year round from 7am to 6pm, Monday to Friday, except family holidays. Children can attend for a variety of sessions. The childminder is a member of the 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:

- increase opportunities for children to play with natural and tactile resources, such as a treasure basket and 'messy' play
- strengthen the existing tracking systems of children's progress across the prime and specific areas of learning to enable children to make optimum progress.

Inspection judgements

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

Children are supported well in their learning and development, as the childminder is sensitive to their needs and interests. She understands how children learn through play and offers a good range of activities that link with their interests and supports their increasing development. As a result, they are happy and settled in her care. The childminder gathers good information from parents when children first attend her home, so that she is familiar with the children's capabilities, interests and routines. She uses this information efficiently, alongside her own observations, to complete children's starting points. The childminder has effective observation and planning processes. These enable her to plan learning experiences for children in line with their initial starting points. She has identified what children are able to do and what their next steps in learning will be. However, children's progress is not currently tracked across the areas of learning to ensure they continue to make optimum progress. Children are also acquiring the skills, attitudes and dispositions they require for their next stages of learning, through the childminder's sensitive, caring guidance and approach.

Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. Children are well supported in developing their communication and language skills. The childminder talks to the children all the time, naming objects and using simple sentences to describe what she is doing. She acts on babies' gestures and rewards attempts to communicate with praise and clapping. This ensures that they know their utterances and gestures are valued. They smile delightedly. Children enjoy looking at books on a one-to-one basis and cuddling up with the childminder to share and interact with the stories. Children enjoy painting and drawing and a range of other craft activities, which are displayed to give them pride in their achievements and increase their self-esteem.

The children develop their physical skills through the wide range of equipment available in the garden. The childminder also supports young children's growing mathematical skills by encouraging them to count as they build a tower of stacking beakers together. She laughs delightedly with the children as they knock it down before beginning again. She incorporates regular singing activities to introduce rhyme and rhythm. The childminder demonstrates the actions and skilfully encourages the children to join in, later introducing musical instruments to further extend the activity. Children go on regular outings around their local community, such as trips to the library, the childminder's support group and playgroup and the park. They are observing the changes in the seasons as they walk through the park and learn to care for living things as they feed the ducks and visit the nearby rare breeds animal centre. This helps to broaden children's learning experiences and widens their awareness of the world around them. The childminder holds termly meetings with parents to discuss the child's learning, development and individual next steps. This enables them to support children's learning at home. This maximises parental involvement and children's progress. Parents' written comments are very favourable.

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

The childminder makes the children's transition into her care smooth because she takes great interest in their personal likes and dislikes. Consequently, children are happy and content because of the effective settling-in arrangements, which ensures their individual needs are met. For example, information is obtained from parents about children's routines, interests and comforting techniques to enable the childminder to offer a consistent approach, which supports children's well-being. The use of a daily diary with younger children ensures information is exchanged and their needs continue to be met. The childminder provides a calm environment and displays genuine concern and affection for them. Good, warm and caring relationships between the childminder and children are evident. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. The childminder ensures that children understand the need to share and how being kind to each other prevents children from being hurt or upset by enforcing the 'house rules' with older children. Consequently, the behaviour of children is good.

The childminder is committed to keeping children safe. The home is safe and secure and toys and resources are checked and cleaned regularly to ensure they do not pose a risk to

children's health or safety. Fire drills are practised regularly and the detailed records ensure all children are given the opportunity to take part and their reactions are monitored so that any additional support or reassurance can be provided. Good hygiene procedures mean that children learn from an early age the importance of hand washing before eating. They develop a good understanding of healthy eating through eating fruit and other healthy snacks. Children engage in a wide range of physical activities, including visiting the playgrounds in the local park to further develop their physical skills. The childminder allows children to develop their physical skills and take risks as she provides support and encouragement. For example, older babies practise their walking and climbing skills in safety, with the childminder close at hand ready to offer assistance if necessary.

The childminder provides a range of good quality, age-appropriate toys and resources, and effectively organises her home to enable children to make independent choices about their play. The welcoming, well-resourced dedicated environment provides a good range of easily accessible toys and play equipment inside and outdoors. The dedicated playroom is set out to entice children to access toys and resources at will, to enhance their play or initiate their own activities. As a result, they become confident in making choices and become independent learners. Children are well prepared for the transition to school through regular visits and attending activities, which help them to be confident as they move onto the next stage in their learning.

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

Children's welfare is consistently promoted because the childminder has undertaken safeguarding training and is knowledgeable in safeguarding. She has written policies and procedures in place. The childminder fully understands her responsibilities in regards to child protection. For example, through attending training she is confident in her ability to recognise the possible indicators of abuse or neglect and knows the correct procedure to follow for referring any concerns. The childminder has been checked to ensure she is suitable to be with children. The childminder holds current paediatric first aid and food safety certificates. The childminder has a good awareness of how to promote children's safety and carries out both visual and written risk assessments to ensure children can play and explore confidently in a safe and suitable environment. For example, fire blankets are in the kitchen and the main entrance doors are kept locked. The childminder carries out daily checks of the garden and home to ensure that children are cared for in a safe environment. A good range of policies, procedures and records to underpin the children's care are in place. These are well written and policies are shared with parents by email. Parents sign to say they have received and understood them.

This is the childminder's first inspection and she is in the process of completing a detailed, comprehensive evaluation of her practice. This includes involving parents and older children by questionnaires. For example, reception children circle a smiley or sad face to evaluate the activity and suggest activities they would like to do. These are acted upon and are included into the planning. She has clearly started to identify her strengths and areas to improve. She demonstrates a clear awareness about this process being ongoing and the need to ensure that her knowledge of childcare is kept up to date. She also

recognises the importance of listening and acting on comments from parents and children when developing her provision. She demonstrates a positive drive to embrace continual improvement. The childminder also demonstrates a strong commitment to her personal development, undertaking further training courses to develop her knowledge. For example, she has recently undertaken 'safe sleep for babies' training. She demonstrates a good understanding of the learning and development requirements, planning a range of activities that support all areas of learning. She encourages this through a variety of enjoyable activities within her home and in the local community. However, there is room to further enhance this by providing more tactile activities, such as a treasure basket for babies and more opportunities for them to engage in 'messy play'.

The childminder has made a very good start to her childminding career. She is extremely well organised and has a high level of awareness of children's safety. Children are supervised well and receive high levels of support. The childminder is aware of the importance of partnership working with parents and others involved in the children's lives. For example, she has systems in place to provide information for the children's parents and health visitor when needed. She understands the requirements of the progress check at age two. The childminder understands the importance of meeting every child's individual needs. For example, systems are in place to manage children's medical conditions sensitively whilst ensuring their needs are met. The childminder cares for a number of children who attend the local school. She has developed a good relationship with the staff and a three-way flow of information between the parents, childminder and the teachers ensures their needs are met. The childminder is knowledgeable about the planning and next steps for these children. This enables her to extend and complement their learning during the time they are with her. For example, she listens to them read and plans activities to link in with school topics, such as the solar system. The childminder has established strong partnerships with parents. Parents are very pleased with the care and education their children receive. They state how much their children enjoy coming here. The childminder demonstrates a clear understanding of the importance of partnership working with outside agencies and other early years providers.

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	EY462564
Local authority	Sheffield
Inspection number	927921
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

