

Inspection date	10/12/2013
Previous inspection date	25/06/2010

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 display characteristics of effective learning, such as motivation. This is because the childminder provides interesting activities that encourage them to maintain focus for a good period of time.
- The childminder supports engagement with all parents in their children's learning and development in the provision and at home. Consequently, this shared approach successfully contributes to the good progress children make.
- Children demonstrate friendly behaviour and learn to work together as part of a group. This promotes their personal, social and emotional development and their early understanding of making relationships.
- Children learn to take sensible risks and keep themselves safe as they go on outings in the local community and gain confidence in their own ability.
- The childminder knows how to keep children safe, because she has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

It is not yet outstanding because

- Occasionally, there are fewer opportunities in the outside area to teach children about nature, growth, decay and how things change over time.

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 playroom.
 - The inspector checked evidence of the childminder's suitability and qualifications.
 - The inspector took into account parent's views from written comments.
- The inspector sampled a range of documentation including children's assessment records, policies and procedures, risk assessments and the childminder's self-evaluation form.
- The inspector conducted a joint observation with the childminder.

Inspector

Jane Tucker

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and seven years in a house in Auckley, Doncaster. The whole of the ground floor and the rear garden are used for childminding. The family has two cats and fish as pets.

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 three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am 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:

- develop further opportunities for children to use a variety of means to observe things closely outdoors, such as, magnifiers and photographs, so they can talk about the natural world and how things change over time.

Inspection judgements

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

The childminder's practice is based on a good understanding of how children learn and develop. She has high expectations of all children based on her knowledge of what they can do on entry to the provision and what they are able to achieve. The childminder plans a broad range of activities which cover the seven areas of learning and provides interesting experiences that meet the needs of all children. Consequently, children are beginning to acquire the necessary skills they need to support their readiness for school. The childminder uses open questioning, helpful instruction and encourages problem solving to allow children to think, show motivation and be engaged in their learning. Consequently, assessments show that children thrive and make good progress in their learning and development.

Children approach tasks confidently and demonstrate good levels of self-assurance and a 'can do' attitude, as they engage in creative activities. For example, there is lots of laughter and happy faces as the childminder asks the children if they would like to make and decorate a Christmas tree. Children squeal and say 'wow' as the childminder shows them the different coloured pompoms, pipe cleaners, glitter and sequins. Children show

characteristics of effective learning as they demonstrate their ability to pay attention to detail. For example, as they carefully put glue on their star and place it at the top of their Christmas tree. They maintain focus on their activity for a good period of time and show satisfaction in meeting their goals, as they show the childminder what they have achieved. The childminder follows children's leads to extend their learning. For example, one child wants to stick her 'tree' to a piece of card and make it into a Christmas card. The childminder demonstrates the language for shape and position as she uses words, such as half, straight and equal, to promote children's early understanding of mathematics. Children's literacy skills are promoted well, as the childminder encourages them to look at books independently and handle them carefully. For example, a child remembers and repeats key events and special phrases from a favourite story, as she pretends to read to another child. This shows her ability to hold the book the correct way up, turn pages and understand that print carries meaning.

Positive relationships with parents help the childminder to fully understand and provide for children's learning and development needs. Parents are encouraged to contribute their views about their children's abilities, interests and achievements from the time the child starts. This helps the childminder to get to know, settle and plan for each new child. Thereafter, parents are kept well-informed about their children's progress through regular daily discussions. In addition, the childminder provides written progress summaries, such as the progress check at age two. This allows parents to have a more in-depth knowledge about their children's achievements and progress over time. This shared approach to children's learning and development contributes to the good progress children make, and demonstrates a continuity of learning between home and the provision.

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

Children are confident, happy and settled. They form close, warm relationships with the childminder, because she is kind, caring and responsive to their individual needs. The childminder spends time getting to know children's individual personalities through observation and reflects their interests in activities. In addition, the childminder talks to parents to find out children's individual routines and care needs. As a result, children feel secure and quickly become eager participants and active learners. Children feel very much at home as they investigate the comfortable surroundings. They can select resources freely from labelled, accessible storage units. Consequently, children can use their imagination and play with their friends.

Children behave well because the childminder acts as a positive role model. As a result, children are beginning to accept the needs of others, take turns and share resources. For example, children swap their pictures when painting so they can add different materials to them. They ask each other what they would like to add to their picture. For instance, one child asks 'would you like some blue glitter on your picture?' A child responds by saying 'yes please' demonstrating friendly behaviour and the ability to play cooperatively, as they pass their pictures back to each other. This promotes children's personal, social and emotional development, as they are learning to make relationships and get along with each other. The childminder creates opportunities for children to move towards

independence as she encourages their learning in self-care. For example, children attend to their own toileting needs most of the time, seeking support if needed. They also independently wash their hands before mealtimes and after going to the toilet, because children say 'they have germs on them'. This promotes their early understanding of the importance of managing their own basic hygiene and personal needs.

Children are beginning to understand the importance of a healthy diet, as parents provide a range of healthy foods in their lunch box, such as fruit. Children sit at the table together when eating their lunch, as this provides good opportunities to promote their social skills and good manners. Children have daily opportunities to enjoy fresh air, as they walk to school to drop off and collect older children. Regular occasions to play in large open spaces are also provided by the childminder, as children visit the local park and duck pond. Here they learn to take sensible risks and keep themselves safe, as they climb a range of apparatus and explore their environment. However, the childminder does not always maximise learning opportunities outdoors to encourage children to investigate nature and learn how things grow and change over time. Children attend events at the local school, such as Christmas fayres and achievement days. This helps children to know what to expect when the time comes for them to move on in their learning and start school.

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

Children are well-protected in the provision. This is because the childminder demonstrates a clear understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she has attended child protection training and is aware of the procedures of the relevant Local Safeguarding Children Board. Safeguarding policies and procedures include the procedure to be followed in the event of an allegation being made against the childminder. Furthermore, they include the appropriate use of mobile phones and cameras, to protect children from their possible misuse. Written risk assessments include all aspects of the indoor and outdoor premises and also all outings off the premises. This helps to ensure that potential hazards are identified and minimised to keep children safe. In addition, the childminder carries out regular fire drills and has appropriate fire detection control equipment in place, such as smoke detectors. Written policies and procedures are reviewed annually or as and when changes occur, to help keep children secure and well.

The childminder has a good overview of the educational programmes through monitoring of practice, to ensure children make good progress towards the early learning goals. Assessments are consistent and display an accurate understanding of children's individual skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The childminder is committed to her ongoing professional development and has attended several courses to benefit the children in her care. An example of this, she has attended 'Introduction to child development', 'Managing children's behaviour' and 'Extending the Early Years Foundation Stage'.

Strengths and weaknesses of the childminder's provision are identified through self-evaluation, which takes into account the views of children and their parents. Consequently, the childminder is able to identify areas for improvement and develop action plans, to promote even higher levels of achievement for all children. Partnerships with parents are good and this is evidenced through written comments in thank you cards and letters, which the childminder has received. The childminder has established good links with other childminders and shares relevant information, to help ensure that children's needs are met. This successfully contributes to promoting consistency in children's care and learning, to help ensure that no child is disadvantaged.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY271374
Local authority	Doncaster
Inspection number	942382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	25/06/2010
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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