

**Inspection date**

14/01/2014

Previous inspection date

23/04/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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**

- The childminder has a good understanding of how children learn and this means she can differentiate in her planning to ensure all children are given challenges that promote their good progress.
- Children are involved in planning and they have access to a wide range of resources that help them to follow their interests and make choices about their learning. As a result, they are making strong progress across all areas of learning.
- The childminder has very strong partnerships with parents. This ensures children receive high levels of support during periods of change in their lives.
- The childminder uses current guidance to assess her practice and this means that the priorities she has set for improvement accurately reflect her practice and set clear targets to address any areas of weakness.

**It is not yet outstanding because**

- There is scope to provide parents with more detailed information about children's progress, so they can build on this further and have an accurate picture of their child's achievements.
- The childminder sometimes misses opportunities to develop children's learning further by introducing new words and concepts and this means that in some instances, learning is not optimised to fully promote rapid progress.

## 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 playroom.
- 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 in the setting's own parent survey.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged 15 years in a house in the Barnby Dun area of Doncaster. 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. The childminder collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, 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:

- enhance the information shared with parents, so they can access the detailed information gathered by the childminder about children's achievements
- enhance the already good standard of teaching by maximising opportunities during children's play to introduce new words and concepts, thus, fully promoting their rapid progress towards the early learning goals.

## Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and demonstrates a clear understanding of how children learn. Children are involved in the planning of educational programmes and the childminder provides them with a wide range of resources that help them to follow their interests and preferences for learning. They can freely access writing materials that support them in developing early literacy skills. By teaching them to recognise letters and develop control over writing materials, the childminder is giving them the foundations for their learning in school. She helps them to use a range of programmable toys that promote their understanding of technology. This gives them some of the skills they will need for using interactive equipment when they move on to the next stage in their learning. The youngest children learn to think critically by working out how to stack cups and fit shapes into shape sorters.

The childminder differentiates to ensure activities set appropriate challenges to support all

children in making strong progress in their learning. For example, older children are encouraged to solve problems for themselves when they build bridges during their play with construction materials while younger children learn how to fit the pieces together and take them apart. Speaking and listening skills are promoted during play activities and everyday discussions. The childminder uses props and physical gestures to support children's understanding of language. By repeating their efforts to communicate and pronouncing words clearly for them, she reinforces their attempts at using spoken language, thus, helping them to make swift progress in their learning. There are instances where the childminder misses openings to optimise children's learning. For example, although, the childminder promotes counting, colour and shape during play with stacking cups, she overlooks the opportunity to introduce concepts and new words, such as 'smaller' and 'bigger'. As a result, children's thinking and developing understanding are not, always, fully promoted. Nevertheless, children demonstrate they are making strong progress across all areas of learning.

The childminder has very strong partnerships with parents. She works closely with parents to share information about children's interests and their starting points and children's next steps are discussed with them. Regular discussions and entries in daily diaries keep them informed about activities children have enjoyed and their achievements. Through daily conversations with parents, the childminder keeps up to date with children's learning at home and by sharing information in this way, the knowledge she has about their interests and skills is current. This means she can provide activities and resources that reflect their interests and take into account the skills they have attained. As a result, educational programmes target the individual learning needs of each child. The childminder shares information about children's learning with the local pre-school. She seeks advice on how to support children who are not meeting the expected milestones and implements the same teaching strategies in her practice. This means that children who experience shared care enjoy continuity in their learning and as a result, they are making good progress from their starting points.

The childminder uses observations to assess children's progress and she uses current guidance documents to monitor how well they are meeting the expected milestones for their age. She is aware of the requirements to complete progress checks at age two years and she intends to complete them and share them with all relevant partners, thus, ensuring children who might need early intervention are quickly identified. The childminder has implemented 'learning journey' records for children to document their progress towards the early learning goals. However, these do not include detailed information about children's progress, so that parents can be fully informed of all of the childminder's assessments of children's progress and achievements.

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

The childminder provides a welcoming 'home from home' setting for the children she cares for. Parents highlight this as one of her strengths and they value the loving environment that is created for their children. Children demonstrate strong attachments with the childminder. They climb onto her knee for a cuddle and seek her out for reassurance when strangers are present. The short settling-in sessions they enjoy with their parents, help to

smooth transition, providing some continuity in their care. Parents' comment that the childminder has a very good understanding of children's need for additional emotional support during periods of change in their lives and she gives them high levels of support during difficult times. The support children receive to get them ready for transition into school is very good. Everyday routines, such as setting tables and sitting together at the table to eat their meal, mirror those they will experience in school. Regular visits to the school to collect older children, familiarise them with school routines and they become acquainted with the teachers, so when the time comes for them to move on to school, they are welcomed by a familiar adult.

Children's safety is given high priority at all times without limiting their independent investigations. Older children are encouraged to risk assess for themselves and consider whether their actions may cause harm to themselves or others. For example, they learn how to use pedestrian crossings safely and are encouraged to consider younger children when using play equipment in the park. The childminder works closely with parents to strengthen boundaries for children who exhibit unwanted behaviour and this means that children receive clear and consistent messages. Parents value her support and they describe her as 'Firm but fair' and this means that children are developing a thorough understanding of right and wrong.

Children can freely access the outdoor environment and this means that they can make choices about outdoor play and learning in all weathers. They move resources from inside to the outdoor area, thus, they can follow their interests and preferences for learning. They develop physical skills, while learning how exercise supports their overall health and well-being. Trips to the play park, the local country park and places of interest extend their learning opportunities into the natural environment where they enjoy large spaces to test their skills and try new challenges. Children develop their understanding of equality and diversity through a range of activities, including role play, small world play and stories. Age-appropriate explanations help them to consider the needs of others and encourage them to tolerate their differences. As a result, they are developing strong peer relationships and this is helping to prepare them for the larger school environment. Children are offered a wide range of healthy snacks and meals and this helps them to make choices about the food they eat. They learn to dress themselves, become independent in using the toilet and learn about personal hygiene through daily routines. This means that they can attend to their own personal needs when they move onto school.

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

The childminder has a very good understanding of child protection issues and children's safety is given high priority. She attends safeguarding training and this ensures she is knowledgeable about current policies and procedures. She demonstrates a detailed understanding of her responsibilities for ensuring children are kept safe at all times. Visitors are checked and security procedures are strictly adhered to. For example, mobile telephones and cameras are not permitted while in the setting. A register of the children's attendance is in place and this ensures the childminder is adhering to required ratios. She

supports parents' understanding of her practice by providing them with copies of her policies and procedures. The childminder checks the premises and equipment everyday to ensure they are safe for children to use. She risk assesses places they visit and this ensures trips are suitable for the ages of all children who attend. The childminder holds a current first aid certificate, which means that she can give suitable treatment if there is an accident to a child. Appropriate permissions are obtained from parents, such as seeking emergency medical treatment. Accidents are recorded and medication is administered in line with legal requirements.

The childminder is keen to drive improvement and maintain the already high standards of the provision. She shares good practice with other childminders and seeks the views of parents and children when evaluating her service. The childminder uses current guidance documents to support her own self-evaluation and as a result, her assessment of her provision is accurate. Strengths and areas for improvement are identified and action plans are in place to address any areas of weakness. For example, she has worked hard to develop her knowledge of the Early Years Foundation Stage. The childminder has attained an early years qualification that gives her the knowledge and understanding to deliver educational programmes that offer children challenges and help them to make good progress. She is keen to attend further training to increase her knowledge and develop skills that benefit the children who attend her setting. The childminder assesses the educational programmes she plans and by evaluating them, she makes certain children are supported in making good progress. Partnerships with other settings, such as the local schools and other early years providers, ensure information is shared to support the care of children and provides a smooth transition process for children moving on to the next stage in their learning.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY301503    |
| <b>Local authority</b>             | Doncaster   |
| <b>Inspection number</b>           | 820233      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 14          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 23/04/2009  |
| <b>Telephone number</b>            |             |

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

