

Inspection date	06/01/2014
Previous inspection date	16/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder talks to and engages with the children, asking age-appropriate questions, which help promote their learning and develop their language skills.
- Children are developing their physical skills and an awareness of their own physical and personal needs. They have regular opportunities to engage in a range of physical activities.
- The childminder has sound knowledge and understanding of her role and responsibilities with regard to safeguarding children and keeping them safe. She has implemented detailed written policies, procedures and risk assessments, which clearly outline these and which she shares with parents.

It is not yet good because

- The childminder does not effectively use the observations she undertakes to track and monitor children's development to ensure they make good progress.
- The childminder does not consistently encourage parents to share information about their child's learning and development to further support children's progress.
- Partnerships with other providers where children attend are not fully established. Relevant information with regard to children's learning and development is not shared effectively to enable the consistent monitoring of their development or planning for identified next steps to ensure they make good 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 and checked all other areas used for childminding, including the safety of the garden.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys and a selection of policies and children's records.

Inspector

Karen Byfleet

Full report

Information about the setting

The childminder was registered in 1995. She is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her family in Richmond, a suburb of Sheffield. The whole of the ground floor of the childminder's home is used for childminding and there is a rear garden for outside play. The family have a tank of tropical fish and a pet dog.

The childminder provides care all year round, Monday to Friday. There are currently six children on roll and of these; four are in the early years age group. The childminder receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and skills in how observations of children's learning are undertaken, linked to the areas of learning and used effectively to monitor and track their development
- improve partnerships with parents and other professionals to ensure children are consistently supported towards the identified next steps in their learning and that parents are regularly consulted about their children's development and the progress they are making.

Inspection judgements

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

The childminder has a reasonable knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and this results in children making satisfactory progress in their learning and development. Opportunities for children to participate and engage in a range of age appropriate activities to consolidate their learning and enhance their development are not effectively planned and provided by the childminder. She does undertake some observations of children during their play and she takes photographs of them as they participate in activities. The observations that she does make are not linked to the areas of learning and she does not use the information gained from these to plan more effective activities in order for her to monitor and track children's progress, or build on their interests.

Children independently choose toys and resources which are age-appropriate and

accessible to them. The childminder engages and interacts with the children and ensures all children are included. She communicates well with the children using eye contact, facial expressions and offering praise for their achievements. For example, as children enjoy playing with the construction bricks, the childminder sits on the floor with them ensuring that they can all participate together. She offers lots of praise as the older children build a castle and she encourages the very young children to fix and take apart the building blocks, smiling, clapping and applauding them as they succeed. Outdoor play opportunities support children's physical development and through a range of craft activities and their access to role play, children of all ages are encouraged to use their imagination and be creative.

The childminder has established relationships with parents. She shares all relevant information verbally on a daily basis regarding children's welfare, such as what they have eaten and what they have been doing. Less information is shared with regard to children's learning and development. Discussions with parents around children's next steps are not regularly undertaken and therefore, this has an impact on children's learning. Similarly, information shared with other providers where children attend focusses mainly on their welfare and less on their learning and development. This means that the childminder is less able to support and consolidate children's learning effectively in order for them to make good progress.

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

The childminder gathers all relevant information from parents when children start attending, which provides her with a base for establishing what children can do. The information, such as what children like and dislike, helps with settling them into the provision. The childminder exchanges information with teachers of the local school where children attend, although this is mainly around their welfare needs. This helps to ease their transitions between home, school and the childminder's provision. Children are happy and comfortable with the childminder and they form attachments with her and their peers. They enjoy snuggling with the childminder who is warm and caring towards the children. The childminder offers children praise and recognition for their efforts. She has a clear understanding of factors that might cause children to behave out of character, such as changes to home routines and she has appropriate strategies in place for dealing with incidents of 'squabbling' among the children. For example, she encourages them to share and makes sure there is sufficient space and resources for them all to participate in a construction activity.

The childminder manages her home environment well. Children are able to move freely around the ground floor of her home and between the indoor and outdoor areas. The outdoor play area is safely enclosed. Through regular emergency evacuation practices, children are developing an awareness of how to stay safe. Hygiene procedures are prompted by the childminder for the younger children who are developing a good awareness and understanding of their own personal hygiene with regard to hand washing after using the bathroom.

Through regular visits to the local parks children are able to access equipment, such as

large climbing and balancing equipment, swings and slides that help to promote their physical skills. Within the enclosed garden of the childminder's home, children have access to role play and ball games. Children are provided with healthy nutritious foods for snacks and meals and this helps to develop their understanding of healthy lifestyles.

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

The childminder has a sound understanding of safeguarding and of her role and responsibilities with regard to child protection. She clearly knows the procedures to follow should she have any concerns about the welfare of a child and where to seek advice. The childminder has undertaken risk assessments of her premises and resources and for outings. Risk assessments are reviewed to establish their continued effectiveness in ensuring children's safety at all times and include all areas of the childminder's home. The childminder does have a pond located in her rear garden and a locked gate is in place, which prevents children accessing the area, keeping them safe. The childminder maintains a daily record of attendance which includes the names of the children being cared for on the premises or their hours of attendance.

Policies and procedures are in place to promote children's safety and welfare. Written safeguarding, behaviour management and equal opportunity policies are all in place and shared with parents. The childminder evaluates her provision and has identified the main areas she needs to address, in order to improve her practice. She is keen to improve her skills and knowledge through further support and training from the local authority.

Through her positive relationships with parents and other professionals, the childminder liaises regularly with them around the care and well-being of children. However, information sharing with regard to children's progress in their learning and development is not as robust to enable the childminder to support and consolidate children's learning consistently and effectively. Parents are provided with information about the childminder's setting from the outset. Individual settling-in visits are offered to ensure smooth transitions between home and her setting.

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	300319
Local authority	Sheffield
Inspection number	947068
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/07/2009
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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