

Inspection date	03/02/2014
Previous inspection date	22/09/2008

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's safeguarding procedures are strong. This helps make sure that children's welfare is protected and that they are kept safe from harm.
- The quality of teaching is consistently good and stems from accurate assessment of children's learning and progress. As a result, children's progress is consistently good.
- The childminder uses effective teaching strategies to promote children's language and communication skills. She fully acknowledges young children's responses and encourages them to participate in meaningful discussions. Therefore, children confidently express their ideas, views and needs.
- Children feel safe and secure in the care of the childminder and thrive as a result of her warm and affectionate approach. This enhances their emotional well-being.

It is not yet outstanding because

- There is room to improve the range of equipment available to enhance young children's skills and understanding of information and communication technology, so that their developing curiosity in how things work is fully supported.

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 the children's play, including adult-led and child-initiated activities.
- The inspector looked at children's records, evidence of the suitability of adults living in the setting, safeguarding procedures and a variety of other documentation.
- The inspector viewed a sample of the children's development records.
- The inspector took account of the views of a number of parents from written testimonials provided.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder registered in 1995 on the Early Years Register. She lives with her husband and three adult children in the Woodhouse area of Sheffield. The whole of the ground floor and toilet facilities on the first floor are used for childminding purposes. There is a garden available for outside play.

The childminder attends the local playgroup and activities within the local community. She collects children from the local school and nursery. There are currently 12 children on roll, of whom three are in the early years age range. They attend for a variety of sessions. The childminder provides care all year round from 7am 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:

- provide further opportunities for children to use and understand everyday technology, for example, by incorporating resources such as cameras and torches into their play.

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 how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. The childminder gathers information from parents when children start about their interests and care routines, which enables her to plan appropriate activities that meet children's individual needs. The childminder is actively involved in children's play. She interacts well with them, and explains, questions and encourages them to explore, have a go and try new things. This effective teaching encourages children to be active learners. For example, when playing with letter cards, the learning is progressed from identifying the sound a letter makes, to linking the letter sound with the name of an animal that starts with the same sound.

Children have an individual planning record that details their starting points, ongoing progress and next steps. This means that the childminder plans activities that enhance children's learning based on their interests. Children are making good progress in their communication and language skills as they constantly chatter and engage in conversation with the childminder. The childminder listens carefully to them and repeats words back to them to aid their pronunciation. The quality of teaching she provides supports children's

communication and language skills well through everyday play-based activities. However, children do not have frequent opportunities to learn about and explore everyday technology so that their developing curiosity in how things work is fully supported.

The daily discussion with parents about the events of their child's day and their involvement in their children's learning provides them with information to continue learning at home. For example, the childminder has introduced 'Mr Bubbles', a toy monkey that the children take turns in taking home at the weekend. There is also a weekend journal and the children and parents write in the journal all the activities they have carried out with the monkey. This enables the childminder to promote home learning and also provides her with information about children's interests. This supports her planning for children's next steps.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. All children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Information is gathered from parents about their child's needs before they start. For example, they are asked about what children are interested in and their sleeping and eating routines. Settling-in arrangements are tailored to meet the requirements of each individual child and their family. This helps to ensure a happy, smooth transition between home and the childminder's care.

The childminder is a good role model. She teaches the children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives them lots of effective praise and encouragement. This builds their self-esteem and prepares them well for their future move on to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, they are reminded not to run around in the house and to tidy up resources so that they do not stand on them and hurt their feet.

The premises are clean and safe. The childminder takes good steps to minimise the risk of cross-infection when wiping runny noses to promote children's good health. Children are developing a good understanding of the importance of living a healthy lifestyle. They eat healthy snacks, such as fruit and vegetables, and fresh drinking water is readily available at all times. Children are encouraged to learn self-help skills early and they capably manage to peel their own fruit and pour their own drinks. Children readily ask if they can leave the table and they wipe their hands without having to be reminded. All this gives them the essential skills and attitudes needed for their future learning and supports readiness for school.

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

The childminder has a good understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years

Foundation Stage. Her knowledge of child protection issues is secure because she frequently attends safeguarding training. She is fully aware of the potential signs of abuse and neglect, and she understands the procedures for reporting concerns. She ensures that all adults living on the premises complete relevant suitability checks to help ensure that they are suitable to have contact with children. In addition, she has effective procedures and risk assessments in place to help ensure she keeps children safe on outings or at home.

The childminder demonstrates a secure understanding of the areas of learning, and makes sure that the educational programmes she provides reflect children's needs and interests. There is a broad programme of activities offered. These include craft activities and baking, which the children enjoy and which enable them to make good progress. Clear assessments, matched to the requirements of the Early Years Foundation Stage, means that the childminder knows where each child is in their stage of learning and where they need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning journals. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. The recommendations from her previous inspection have been fully addressed. She uses observations to enable her to track and monitor the children's progress from when they start, to ensure that they make good progress in all areas of learning. The childminder makes sure that she is fully up to date with her training and development and has undertaken an early years qualification at level 3. She reflects on any training using self-evaluation and this helps to improve her practice. For example, she has introduced more mathematics into the children's learning after studying a family learning course run by the local school. She also makes effective use of self-evaluation to help her identify her strengths and any areas to improve.

The childminder has good relationships with parents and she shares with them their child's achievements and progress. For example, they have regular access to their children's learning journals, and the childminder encourages parents to be part of the service she provides. They let her know through text messages, verbally and through written testimonials how happy and pleased they are with their children's progress since being with her. She continues to work at improving this process to ensure parents can be more involved in their child's learning and development.

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	300318
Local authority	Sheffield
Inspection number	876630
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	22/09/2008
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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