

Inspection date	28/01/2014
Previous inspection date	16/03/2010

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 fully understands the arrangements for safeguarding and is confident in her conviction that she will be able to implement them effectively if necessary. This ensures children are safeguarded.
- The childminder skilfully assesses children's progress and accurately identifies their next steps in learning. This enables her to plan very effectively for their individual learning needs and ensures children are challenged so they make good progress across all areas of learning.
- The quality of teaching is good. The childminder demonstrates a good understanding of how children learn. As a result, they are well prepared for their next stage in learning, such as school.
- The childminder has developed a good relationship with parents. This ensures they work together to ensure children continue to make good progress.

It is not yet outstanding because

- There is scope to enhance the already good partnerships with other settings so that they become more highly involved in working together.
- There is scope to enhance the indoor environment to make it more highly stimulating.

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 lounge.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed her self-evaluation and plans for improvement.
- The inspector took account of the written views of parents and carried out a joint observation with the childminder.

Inspector

June Rice

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in Edenthorpe, near Doncaster. The whole ground floor of the house, excluding the conservatory, is used for childminding. There is a front garden for outdoor play. The family has two pet dogs.

The childminder attends local groups, shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, two of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a qualified teacher and 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:

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress
- enhance the indoor environment to make it more highly stimulating, for example, by reviewing the accessibility of resources stored on the first floor to provide more flexibility in the choices children make when they are deciding what they want to do.

Inspection judgements

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

The childminder plans a good balance of adult-led and child-led activities and play opportunities that take account of children's individual learning needs and interests. This keeps them interested and motivated to learn. The indoor environment contains resources which are appropriate, well maintained and provide interesting and challenging experiences for children. The childminder skilfully assesses children's progress and accurately identifies their next steps in learning. She plans very effectively for children's individual learning needs. As a result, children make good progress in all areas of learning and they are well prepared for their next stage in learning, such as school. The childminder has quickly developed good working partnerships with parents, who contribute to their children's initial assessment on entry to the setting. They are kept up to

date with their children's progress and are involved in keeping progress records up to date by sharing information about what their children are learning at home. This shared approach towards children's learning ensures they continue to make good progress.

The childminder demonstrates a good understanding of how children learn through play. She interacts well with children and her interventions are very well timed. This shows that the childminder knows what children can do and recognises when they need support. For example, she engages in playful interactions as she encourages babies to mimic and respond to what she does. The childminder repeats the sounds that babies make and mirrors their movements to show that she is listening. Babies respond by moving their arms and legs, and make babbling sounds as they smile brightly in response to her voice. As a result, children are developing their skills in communication. The childminder provides toys that babies can squeeze, pull and shake. She encourages them to lean over and reach out for toys and rattles that she moves and shakes in front of them. They respond by grasping the toys, then shake them and bang them together. As a result, children are developing their physical skills. The childminder encourages older children to put on and fasten their own coats and shoes. They are very well behaved and under her gentle guidance have formed caring relationships with other children. As a result, children are developing skills in personal, social and emotional development.

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

The childminder effectively promotes children's health and well-being by teaching children to be responsible for keeping themselves healthy. For example, she teaches them to wash and dry their hands before eating and after using the toilet. They learn about the importance of good oral hygiene and are encouraged to brush their teeth after breakfast. Children are taught the benefits of fresh air and exercise through activities that encourage them to take part in physical activity, such as going on walks and participating in music and movement sessions. The childminder provides a healthy, balanced diet that includes fresh fruit and vegetables. As a result, children learn to eat healthily. The indoor environment contains resources which are appropriate, well maintained and provide interesting and challenging experiences for children. However, there is scope to make the environment more highly stimulating. For example, some resources are stored in a first floor bedroom and are brought down by the childminder on request. Consequently, on rare occasions the opportunities for children to be more independent in their choices as they explore their environment are reduced.

Children are taught to manage risks through their daily routine and activities. For example, they learn to climb steps to slides during visits to the park, learn about road safety and not to talk to strangers. This helps children behave in ways that are safe for themselves and others. The childminder has high expectations for good behaviour. She works closely with parents and provides lots of varied opportunities for children to socialise and cooperate with others. As a result, children are well behaved and learn to work together. This helps to prepare children for the move to their next learning environment, such as school.

The childminder works closely with parents and has developed good systems that help to

promote this. For example, the childminder has a settling-in process that encourages parents to visit with their children and gradually work towards leaving them for short periods. This provides an opportunity for children and parents to forge a good relationship with the childminder and her family before they are separated. As a result, children settle quickly and the onward transition from home into the setting is very well managed. Children show through their body language that they have built a very warm and trusting relationship with the childminder. They are very relaxed, enjoy cuddles from the childminder when they are being fed and are quickly reassured by her voice when they cannot see her. This shows children feel safe.

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

The inspection was brought forward following a recent visit by Ofsted where a warning letter was issued in respect of the childminder's failure to notify Ofsted of a significant event. She demonstrates a good understanding of child protection and is confident in her ability to implement procedures effectively in order to protect children. All required documentation is in place. The childminder ensures that children are protected from people who are not vetted. For example, visitors to the setting are never left alone with children and the home is secure. This prevents unauthorised persons from entering and children leaving unnoticed. As a result, children are kept safe.

The childminder has continued with her own professional development. She has updated her qualifications in first aid and safeguarding and has attended training on risk assessments and evaluating. The childminder has evaluated the quality of her provision and its impact on children's care and learning. She receives positive feedback from parents, who are complementary about the variety of activities and the quality of teaching provided for their children. They comment on the use of interactive play and exciting trips that help to develop their children's education and confidence.

The childminder has developed reasonably good partnerships other early years settings that children attend. This ensures that information is shared about what children are learning. However, there is scope to enhance this partnership to enable them to be more highly involved in working together in order to complement the learning that takes place in all settings. The childminder is aware of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families should they need it. The childminder understands the importance of carrying out the progress check at age two to assure early intervention if necessary. Consequently, children are well prepared for their next stage in learning, such as school.

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	317779
Local authority	Doncaster
Inspection number	951892
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16/03/2010
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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