

<b>Inspection date</b>	19/02/2014
Previous inspection date	14/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder plans a wide range of activities for children based on her assessments of their individual needs and interests and her strong knowledge and understanding of how young children learn. Consequently, children are making good progress in their learning and development.
- Children are relaxed and secure in the childminder's care as she develops rewarding and trusting relationships with them. As a result, they flourish in the enabling learning environment.
- The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, to ensure children are safe and healthy in her care.

### **It is not yet outstanding because**

- There is scope to strengthen the already positive partnerships with parents as some information is not always obtained from parents to best help enhance children's care and learning.
- There is room to extend the childminder's already strong personal self-evaluation, so that children's learning is further complemented and the quality of the provision for children is taken to the next level.

## 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 childminder engage in a range of indoor learning activities and daily routines with the children.
- The inspector held discussions with the childminder and also completed a joint observation with her.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of other adults in the home.
- The inspector sampled a range of policies, procedures, records and developmental files.

## Inspector

Yvonne Layton

## Full report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Woodhouse, Sheffield. The whole ground floor of the house, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities in the local area. She undertakes outings on a regular basis. She collects children from the local schools and pre-schools.

There are currently 14 children on roll, five 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 5pm, Monday to Friday, except Bank Holidays and family holidays. She holds an appropriate early years qualification at level 3.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance partnership with parents further, for example, by extending information obtained from parents about each child and using this, when relevant, to make sure support for their progress is enriched
- extend the culture of reflective practice and self-evaluation further, for example, by sharing best practice ideas that will further improve the quality of the provision for children with other childminders.

## Inspection judgements

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

Children are cared for in a welcoming home where resources are organised well to meet their needs. They are motivated to learn with the childminder, whose effective teaching ensures children are making good progress in their learning and development. She has strong skills and knowledge of the learning and development requirements, and a first-rate understanding of how children learn. Spontaneous and planned activities that match closely to children's stages of development and are linked to their particular interests enhance their progress and experiences. For example, the childminder fully supports children's interest in animals and they become engrossed as they collect and play with small world animal figures. Their learning is extended as the childminder supports them to name the animals. This helps to develop their interest in, and understanding of, different animals and encourages word association.

In addition to a high focus on the prime and specific areas of learning, the childminder is knowledgeable and reflects in her practice the three characteristics of effective teaching and learning. She is skilled in enabling children to play and explore, create and think critically, and in the promotion of active learning. The childminder knows them well and she is effective in identifying individual children's progress and next steps in their development. Her knowledge is supported by a suitable observation and assessment system in which she monitors children's progress across the seven areas of learning and what they need to learn next. The childminder has secure systems in place to ensure the progress check at age two is carried out. She encourages children's communication skills through effective interaction. She talks to children, commenting on what they are doing and asks questions to encourage their thinking and exploration. The childminder speaks clearly and younger children copy words that are new. This demonstrates that children are well supported in their language development and are gaining good skills. All of this ensures children are well prepared for entry into school and their future learning.

Information is gathered from parents when children start attending the childminder, which provides her with a clear baseline for their learning. In addition, the childminder creates individual books for each child with photographs from home and of the children enjoying activities with the childminder, each supported by written information relating to children's learning. These are shared with parents and are eagerly looked at by the children, who readily recall what they are doing in the pictures. There is room to develop this further as although the childminder holds daily discussions with parents, she does not always obtain complete information about significant people or events in the children's lives to ensure that she has a complete picture of individual children to enhance their care and learning even more. Systems to encourage parents to share what they know about children's achievements and extend children's learning at home are well-established.

Children's learning is enhanced as the childminder has a good level of understanding of focusing activities to meet their different age and/or progress needs. Young children's learning is enhanced as the childminder supports them to experiment and explore. For example, they learn about colour, shapes and numbers as she encourages them to fit shapes into a shape sorter. The children model the childminder as she identifies colours and counts the number of discs. To make sure all children gain from an outing, the childminder carefully considers what the outing provides for the different children who attend. Older children enjoy dressing up in period costumes during an outing to a manor house. This is extended with discussions, research and art and craft activities. Younger children are encouraged to explore the house and grounds. When they visit a butterfly farm and an animal park, all children are supported to interact with the animals and creatures they see. The childminder holds a snake so that younger children can see it clearly. The childminder supports children's listening skills by singing along to rhymes and encouraging them to join in action songs. In addition, their imagination is engaged as they dress up as monkeys when they sing a song about monkeys. The childminder encourages children's communication skills through effective interaction. She talks to children, commenting on what they are doing, and asks questions to encourage their thinking and exploration. The childminder speaks clearly and younger children copy words that are new. This demonstrates that children are well supported in their language development.

Children's learning about the world, their community and heritage is enhanced as they

visit a mining museum and castle. Their learning about other cultures is extended as they enjoy national and international celebrations, which are extended as they undertake related craft activities. For example, during Chinese New Year the children make masks to represent the animal for the year they were born. In addition, their learning is enhanced as they taste different cultural foods. The childminder provides children with a varied range of sensory and artistic play experiences, both in and out of the home. For instance, they enjoy decorating a large cardboard box, which they turn into house. Mark-making, painting and gluing opportunities are widely available. In addition, they routinely see text throughout the setting, including picture cards and text identifying the resources in the self-selection boxes. Children have access to a wide range of books, which they enjoy looking at with the childminder. This enhances children's early literacy skills and encourages a love of books.

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

Children are confident and feel safe and secure with the childminder. They readily seek and receive her reassurance. This supports their well-being and promotes smooth transitions for them from home to the setting. She works closely with parents to support children's care needs effectively. Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are secure links with parents, and the childminder has established good links with the local school in relation to assuring children's good self-esteem and continuity of care.

Children are learning about what is acceptable behaviour as they respond to the childminder's positive behaviour management. The childminder is a good role model and positive use of consistent strategies and age- and stage-appropriate explanations provide children with a clear understanding of acceptable behaviour. She is alert to recognising and working with children's individual personalities and development needs to support their learning about what is acceptable. In addition, the childminder supports children to resolve their fears. For example, she takes the children to a hairdresser, who visits the home, with parents' permission, to allay fears about having their hair cut. The childminder is passionate about supporting children to have good social awareness and to care for each other. Good manners are encouraged and appropriate routines, including sitting at the table for meals, extend children's social skills and help to prepare them for school. Children develop respect for themselves and each other. For example, the childminder promotes a 'buddy' system between older and younger children where they are encouraged to care about and look out for each other. Their self-esteem and confidence in their abilities are supported because the childminder regularly praises their behaviour and efforts. In addition, they gain a sense of independence and self-worth as they self-select activities, help with appropriate jobs and learn to dress themselves. The childminder provides good opportunities for children to learn about others and socialise as they enjoy going on outings and visiting older people. This contributes to children developing relationships with their peers and beginning to understand and celebrate diversity.

Children learn about safety and self-care through strong routine activities and discussions. They learn to keep safe as the childminder constantly gives them opportunity to learn safety procedures. For example, they readily respond to the childminder's robust road

safety routines. Prior to outings the childminder and children discuss any safety issues they may encounter on the visit. This practice supports the childminder's risk assessments and ensures children are aware of how to help to keep their environment safe. Children are encouraged to explore and experiment and to take risks safely when they visit adventure parks and use large play equipment. Children are encouraged to develop healthy lifestyles with a solid focus on outdoor activities and play. For example, they regularly visit the park where they can run freely and toddlers can explore. Self-care is promoted as the childminder supports the children to practise good personal hygiene routines. They learn about food through discussion and activities, such as baking and visiting a supermarket. Therefore, opportunities to support children's understanding about exploration of food are extended. The childminder discusses with parents any specific requirements to ensure she fully understands any allergies or health needs and is able to care for each child appropriately.

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

The childminder has a good understanding of her responsibilities with regard to the Early Years Foundation Stage, providing a safe, welcoming and stimulating environment for children to enjoy. She has a secure knowledge of safeguarding and is confident with the measures to take should she have any concerns about children within her care. A range of comprehensive policies and procedures provide a clear focus on children's welfare. The childminder ensures that all parents have a view of this documentation. All necessary permissions to support children's well-being are in place. Records for the administration of medication, accidents and attendance are maintained, and thorough risk assessments and daily checks ensure children's safety. Children's well-being is assured as the premises are secure, and robust safety and security procedures ensure children are well protected. This includes consistent collection procedures which ensure children are collected by a known adult. Children's welfare and safety are supported as the childminder ensures that ongoing suitability checks are completed for all adults in her home.

The childminder efficiently implements and monitors the educational programmes to ensure children make good progress. She ensures that her practice is fully inclusive to support the needs of children who attend the setting. The childminder is committed to continue to develop her own skills through training and has completed all required and many additional training courses, such as a formal childcare qualification. She uses these experiences to assist her to continually develop her provision. The childminder has effective systems of self-reflection, which clearly identify the setting's strengths and areas for future development. For example, the childminder recognises that her own garden provides limited experiences for children so she plans to provide access to her allotment, once she has prepared it to make sure it is safe. Consequently, outcomes for children are continually improved. However, there is opportunity to reinforce this, for example, by linking with other childminders or providers to develop a culture of reflective collaboration to further develop her practice and take children's achievements to the very highest level.

Partnerships with parents are strong. They are kept well informed about their children's progress and well-being through daily discussions and the sharing of children's learning

records. Parents also have a say about the provision through discussions with the childminder. In addition, children's views are actively sought and responded to. This enables them to have a real sense of ownership and involvement. Therefore, children and parents substantially assist in the continuous improvement of the childminder's service. Partnerships with others involved in the care of children, in particular, the local school, are effective and ensure their learning and development is continued and built upon well.

### **The Childcare Register**

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

<b>Unique reference number</b>	300580
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	818613
<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>	14/11/2008
<b>Telephone number</b>	

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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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