

Inspection date

Previous inspection date

25/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 of safeguarding procedures and ensures that effective risk assessment minimises potential risks to children. As a result, children are safeguarded.
- The childminder accurately assesses children's progress and their next steps in learning. This enables her to plan very effectively for their individual learning needs. As a result, children are well challenged and make good progress across all areas of learning.
- The quality of teaching is rooted in the knowledge and understanding of how children learn. As a result, children are well prepared for their next stage in learning, such as school.
- The childminder has developed a good working partnership with parents. This ensures they work together to ensure children continue to make good progress.

It is not yet outstanding because

- The use of the outdoor learning environment is not maximised, particularly for children who learn better outdoors.
- There is scope to enhance partnerships with other provisions so that they become more highly effective.

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 lounge and outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation form and improvement plan.
- The inspector took account of the written views of parents, carried out a joint observation and held discussions with children.

Inspector

June Rice

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two daughters aged nine and seven years of age in a house in Rotherham. The whole of the ground floor, and the rear garden are used for childminding. The family has a dog, two hamsters and two rabbits as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. She has a qualification in childcare 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:

- review and extend the opportunities for children to explore the use of shapes and sizes in the outdoor environment
- enhance the opportunities of working together with other provisions in order to develop an highly consistent approach to promoting children's individual learning needs.

Inspection judgements

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

The childminder has very quickly developed good working partnerships with parents who contribute to their children's initial and ongoing assessments. For example, they record observations of what their children are learning at home into a diary, which is returned to the childminder daily. The childminder regularly speaks to parents about their children's progress and discusses what they can do to extend their children's learning at home. This ensures children continue to make good progress. The childminder accurately assesses children's progress and identifies their next steps in learning. She uses this information well to plan and provide a good balance of adult-led and child-led activities that are well resourced and based around children's developing interests. As a result, children remain interested and motivated to learn and, make good progress in all areas of learning. Consequently, children are well prepared for their next stage in learning, such as school. Resources are age and developmentally appropriate and children are able to select them independently. As a result, children become confident and independent learners.

The childminder demonstrates a good understanding of the characteristics of learning. She knows how children learn through play and she times her interventions well. This illustrates that she knows what children can do and increases the challenges appropriately. She models 'thinking and doing' out loud and uses questions that have more than one answer. As a result, children develop their confidence and extend their skills in communication and language. Children's interest in literacy is nurtured as they enjoy listening to interactive stories they have selected. The childminder skilfully introduces colours and shapes as she prompts children to press coloured buttons at key moments.

The childminder draws attention to how she is holding a pencil when she joins children in a mark making activity. As a result, children are learning how to hold their pencils correctly. When children are unable to fit items into a vehicle at the first few attempts, they are encouraged to keep having a go and try different ways to achieve their aim. The childminder narrates what is happening. For example, she compares the different sizes and talks about items being too big to fit in a small space. Children listen and take time to consider what she is saying. They show their understanding as they carefully compare the different sizes and exclaim an item is 'too big', select a smaller one and say 'this one is smaller'. This helps children to consolidate their learning and their understanding of shape and size. Consequently, children are learning to think and solve their own problems. However, there are fewer opportunities to explore the use of shapes and sizes while outside in order to deepen their mathematical knowledge.

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 them how to be healthy. For example, she teaches them about good hygiene practice and the benefits of fresh air and exercise. For example, they brush their teeth at appropriate times and are encouraged to take part in physical activities, such as running and kicking footballs in the garden. Children benefit from healthy meals and snacks that take full account of their individual dietary needs and help themselves to water when they are thirsty. As a result, children learn to eat and drink healthily.

Children learn to manage risks through their daily routine and activities. For example, they are learning to negotiate steps safely and are fastened securely into a high chair for their meals. 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 opportunities for children to socialise and cooperate with others. For example, they regularly attend local groups where they experiment with art and crafts, dance to music and listen to stories within small groups. As a result, children are well behaved and learn to work together. This helps to prepare children for their next learning environment; such as school.

The childminder has developed good ways of working closely with parents. For example, the childminder promotes and implements a settling-in process that encourages parents to visit with their children for short periods before leaving them. This helps children recognise that their parents will return for them. As a result, children settle quickly. The childminder

ensures that parents share detailed information about children's individual care needs and home routines. Consequently, the onward transition from home into the provision is well managed. Children show through their body language that they have built a very warm and trusting relationship with the childminder. They seek out the childminder for reassurance and support when they need it and are very comfortable in their environment. This shows children feel safe.

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

The childminder demonstrates a good understanding of safeguarding procedures and is confident in her ability to implement them effectively in order to protect children. This ensures children are safeguarded. All required documentation is in place. The childminder carries out robust risk assessments. They include the indoor and outdoor learning environment, as well as full risk assessments for the different venues she visits with children. These are clearly recorded, dated and signed. They identify possible hazards and the action taken to ensure the safety of children. Visitors are never left alone with children and the entrance to the home is secure. As a result, children are kept safe.

The childminder has evaluated the quality of her provision and its impact on children's care and learning. She has provided parents the opportunity to give feedback and received positive comments. The childminder has successfully encouraged other provisions children attend to share information about their progress. However, there is scope to improve the already good partnerships with other provisions to make them more highly effective. 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
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	EY460987
Local authority	Rotherham
Inspection number	935269
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
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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