

Inspection date	05/03/2014
Previous inspection date	19/10/2011

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

- Teaching is good because the childminder uses active strategies, such as demonstrating and encouraging to promote children's learning and development through play.
- Effective partnership working with parents means there is continuity of learning between the provision and home, which contributes to the good progress children make.
- Babies form secure emotional attachments with the childminder because she gets to know their individual needs well, which promotes their emotional well-being.
- The childminder knows how to protect children and keep them safe because she has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

It is not yet outstanding because

- Opportunities for babies to explore media and materials, as part of their exploration of the world around them, are not always maximised.
- There is scope to provide further opportunities for babies to extend their speaking and literacy skills further.

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 main playroom.
 - The inspector checked evidence of the childminder's suitability and qualifications.
 - The inspector conducted a joint observation with the childminder.
- The inspector sampled a range of documentation including children's assessment records, policies and procedures, risk assessments and the childminder's self-evaluation documents.
- The inspector took into account parents' views from written comments.

Inspector

Jane Tucker

Full report

Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in the Sprotbrough area of Doncaster. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.30pm, 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:

- enhance babies early interest in media and materials, for example, by using paint, damp sand, pens and crayons to make random marks with different strokes
- provide opportunities for babies to extend their speaking and literacy skills further, for example, by using photographs of significant people in children's life to make family books.

Inspection judgements

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

Teaching is good because the childminder understands how to promote children's learning and development through play. In addition, she uses active strategies, such as modelling language, demonstrating and encouraging. This allows children to listen to words, show engagement in their play and enjoy achieving what they set out to do. For example, babies show satisfaction in meeting their own goals as they press toys with buttons, flaps and simple mechanisms, promoting their early understanding of information and communication technology. Effective observation, planning and assessment systems ensure children take part in a range of activities that cover the seven areas of learning. Accordingly, children make good individual progress in relation to their starting points. In addition, this ensures that children gain a good range of skills to support their future learning, for example, for when they move onto school. The childminder has not yet had the need to implement the progress check at age two. However, she understands her responsibility to conduct this review and share relevant information with parents about their children's learning and development.

Babies personal, social and emotional development is promoted well, as the childminder

plans uninterrupted time with them when they are ready to engage and be fully focused on an activity. For example, babies respond to what the childminder is paying attention to, as they knock over stacking cups with their hands and feet. Babies pass the cups from one hand to the other and attempt, sometimes successfully to stack them together. This promotes babies sensory awareness of shape, space and measure, as they handle, observe and manipulate objects and their movements. However, the childminder does not always encourage babies to enjoy the sensory experience of making movements which leave marks. For instance, playing with damp sand and paint as part of their early understanding of media and materials. Babies handle musical books and demonstrate their early listening and attention skills, as they move their bodies to the sounds they hear. However, the childminder does not build on all opportunities to encourage their early speaking and literacy development further, for example, by using photographs of babies family members or significant people in their life to prompt their interest and communication.

Parents contribute to initial assessments of children's starting points on entry. Regular opportunities are provided to parents to review their children's progress both at drop off and pick up times. Parents are encouraged to share information about their children's learning and development at home and some parents provide verbal observations, which the childminder takes account of. For instance, a parents share with the childminder the specific words individual children use as a means of communicating for a range of purposes. This shared approach to children's learning and development contributes to the good progress children make and demonstrates a continuity of learning between home and the provision.

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

The childminder creates a welcoming atmosphere. She is approachable, kind and caring and children behave in ways which show they are forming secure emotional attachments. For example, babies snuggle into the childminder for cuddles when they need reassurance. This helps them to build feelings of security and promotes their emotional well-being. The childminder talks to parents to find out children's individual care needs, to ensure that the routines she follows are familiar and comforting. In addition, the childminder offers flexible settling-in sessions and where necessary she arranges home visits and attends toddler group sessions with children's parents. This helps to promote a smooth transition from home into the provision and ensures that children are well cared for and their needs are met.

Babies show how they are learning to manage their behaviour, as they share their feelings of pleasure and frustration. They react to the soothing voice of the childminder, who looks to reassure them with calming processes, such as rocking and hugging. The childminder talks to babies as she is changing their nappy, which helps them to feel safe and content. Clear nappy changing procedures are followed and the childminder ensures good hygiene practices keep babies safe and healthy. Babies are encouraged to develop their independence and self-care skills, as they attempt to hold their own cup and feed themselves using a spoon. Healthy snacks and meals are provided by parents who

combine new tastes and textures to help babies enjoy their food and appreciate healthier options. The childminder teaches babies to understand early aspects of managing their personal needs, as she supports them to wipe their hands before eating food. Accordingly, babies are being encouraged to learn about early aspects of their health and self-care.

The learning environment is well organised and resources are of a good quality. Low-level equipment and furniture allow babies to move around as they want and learn to take sensible risks and keep safe. Babies have access to daily fresh air because the childminder takes them on walks to the local school and visits the park on a regular basis. Here babies have opportunities to play in large open spaces and use swings and slides to promote their physical development. Babies also attend a toddler group where the childminder encourages them to play with other babies and children. This promotes their personal, social and emotional development, as they learn to make relationships and play alongside others. In addition, this allows babies to gain independence and confidence in situations away from the childminder's home, which prepares them for their next stage in learning, which is usually starting school.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has attended relevant child protection training and knows how to respond appropriately to any signs of possible abuse or neglect. Safeguarding policies and procedures include the safe use of mobile telephones and cameras, to protect children from their misuse. Written risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards. In addition, the childminder carries out regular fire drills and has appropriate fire detection control equipment in place, such as smoke detectors. Accordingly, the childminder's home is safe and securely maintained, to keep children protected.

The childminder has a good overview of the educational programmes through monitoring of practice, to ensure children make good progress towards the early learning goals. Assessments are consistent and display an accurate understanding of children's individual skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected level of development. The childminder has attended several courses and is committed to her ongoing professional development to improve knowledge and understanding of practice, to benefit children.

Self-evaluation takes into account the views of parents and children and strengths and weaknesses are identified. Consequently, the childminder is able to identify areas for improvement and develop action plans, to promote even higher levels of achievement for children. Partnerships with parents are good and this is evidenced through written comments on thank you cards and letters addressed to the childminder. Good links have been established with other childminders in the area who share ideas for best practice.

This makes a strong contribution to meeting children's needs, as practitioners share mutual support to ensure no child is disadvantaged.

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	317751
Local authority	Doncaster
Inspection number	819074
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	19/10/2011
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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