

Inspection date

Previous inspection date

03/03/2014

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 plans a wide range of activities for children based on her accurate assessments of their individual needs and interests and her strong knowledge and understanding of how young children learn. Children are making good progress in their learning and development as a result of her good teaching.
- Close relationships and attachments with the childminder ensure children are happy and secure and as a result, they are fully involved and confident with her.
- The childminder manages her provision well. She has a good knowledge and understanding of safeguarding and as a result, children are kept safe and secure.
- The childminder has good relationships with parents and forges strong links with schools. As a result, of the effective communication continuity in children's learning and care is assured and they are well-prepared for their future learning.

It is not yet outstanding because

- There is room to enhance the already good opportunity for children to self-select resources because some of them are blocked by other resources. This means they are not as easily accessible to best help extend children's learning.

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 and outdoor 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 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and three years, in a house in Stannington, Sheffield in South Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She undertakes outings on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. Bank holiday care is available by arrangement with parents.

What the setting needs to do to improve further

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

- enhance children's independence and self-choice, for example, by reviewing how resources are presented in the playroom to make sure that all self-selection resources are easily accessible.

Inspection judgements

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

The childminder knows how to successfully promote children's learning and development, so that they gain the necessary skills and attitudes to be ready for their learning in school. Initially, she gathers detailed information from parents about their child's needs, which helps her to plan purposeful activities to support and extend their learning. The childminder observes children closely and assesses their progress to identify where any extra support may be needed. She uses this detailed information to plan individualised activities. Consequently, children are making good progress given their starting points and capabilities. Relationships with parents are effective and make a strong contribution to ensuring children's learning and development needs are met. Children's learning files and daily diaries are used well as a two-way communication tool with parents, which ensures they are fully involved in their children's learning and keeps them well informed of their progress. In addition, the childminder and parents hold regular discussions to support and extend children's learning at home. She effectively gathers evidence to support the completion of the progress check at age two and half termly, summative reports. This makes sure parents are fully included and involved in this process. Children are supported strongly through routines and activities, which encourage their independence and developing skills in readiness for school.

The stimulating, interesting and varied resources are inviting for children and the childminder uses them effectively. All children are able to confidently self-select resources and the childminder provides rich opportunity for them to explore and experiment freely. For example, they confidently make a den in the home using blankets and large bean bags. There is scope to enhance children's independence and self-choice further, as in the playroom some of the self-selection drawers are not easily accessible because other resources are in the way. The quality of teaching is strong. The childminder constantly talks to children at their level, giving opportunities to extend and challenge them with good questioning. For example, as young children select animals from a box she talks to them about what each animal is and what noise it makes. She knows the children well and responds positively as the children contentedly take out each animal from the box, recognising they are using fine grasping skills to complete this. The childminder has good knowledge of the educational programme and is skilful in promoting the characteristics of effective learning. During child-led learning, the childminder knows when to engage with the children and when it is more appropriate to observe what is taking place. Children freely create their own cake in the mud kitchen, using leaves and pouring their own water for the icing. There is a positive balance of child-initiated play and adult-planned activities. Planned activities include themes, all of which are used to support individual children's areas of development. For example, alongside, seeking out different colours inside and on outings the childminder develops a colour theme. This includes, the childminder and children look at a large picture book of colours and counting photographs. This is also used to extend children's mathematical skills. When the childminder engages, she extends learning through play-based interactions. The childminder holds rich, purposeful conversations with the children using challenging open questions, which make them, think critically. She allows them time and space so that they can reflect on their learning.

Children have a wide opportunity to experiment and express themselves in art and craft and imaginative play. Household and home-made resources are widely used to extend and enhance children's free-expression and progress in all of the areas of learning. For example, young children use a metal bowl, whisk and spoon to make a drum. Outside, there is a wide range of cooking and baking utensils stored on easily accessible shelves, of which, the children can freely select and use in their experiments. This includes, weighing scales which the children use to weigh stones and pebbles. Children are effectively learning about the natural world. On outings they seek out and collect leaves, twigs and acorns and investigate them in the home. In addition, they use these in craft activities. Children's learning about nature is extended as they visit farm parks and enjoy watching and finding insects in the childminder's nature garden. Their awareness and understanding of the wider world is promoted well. Children celebrate international and national celebrations. This includes international children's days and festivals. All of which are enhanced by art and craft activities. Children learn about their own history as they undertake outings to a local history museum. Here they use interactive exhibits depicting local life history. Early writing and word recognition is promoted well as the childminder has pictures with text wording throughout the setting. This enables children to link the written word using everyday items. They are starting to develop a love of books as they enjoy spontaneous and planned story time. For example, they visit the library for story time sessions. Individual stories are made special in the home as children sit comfortably on the childminder's lap to listen and look at the pictures in the book. The childminder

engages and promotes their learning fully as she asks questions about what they see.

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

Children's well-being is enhanced as they form secure emotional attachments with the childminder and are happy and secure in her company. This supports children's well-being effectively and promotes smooth transitions for children into her care. The childminder works closely with parents to support children's care needs effectively. Children form close bonds with the childminder. They benefit from enthusiastic interaction with her and learn from her positive role modelling. She shows kindness and respect to children, giving them choices and waiting for them to make decisions. This gives children the confidence to independently explore their environment and therefore, extend their own learning. Children are confident in expressing their needs and play idea. For example, the childminder understands and responds positively to younger children's non-verbal communication and expressions of what they wish to do. The childminder responds immediately when, non-walking children express desire to 'walk' around. She patiently supports them to fully explore the indoor and outdoor environment. In addition, she effectively explains to the other children making sure that they understand and respect each other's needs. For example, after young children express pleasure at the noise they make when they pull a small table when outside, the childminder explains to the other children that they are learning about sound and vibration. Older children are prepared well emotionally for school. She has established good links with school in relation to assuring children's good self-esteem and the continuity of care.

The childminder is skilled in encouraging children's independence and social awareness during play and daily routines. For example, she supports all children to independently dress themselves and encourages them to help to tidy away activities. This clearly boosts their confidence and a strong sense of belonging. The childminder values all children. They develop a sense of responsibility as they respond to the childminder's positive behaviour rules, which are based on respect and consideration of others. Children behave well and the childminder tailors her behaviour management to take account of children's ages and stages of development. Children have high levels of self-esteem as the childminder offers plenty of praise for their attempts and achievements. She is a positive role model for them as she models good manners and respect for others. The childminder provides good opportunities for children to mix and socialise as they enjoy going to local children's groups and places of interest. Here they interact with other children, different people and undertake a variety of activities and experiences. This contributes to them developing relationships with their peers and for them to begin to understand and celebrate diversity. Children learn about other cultures, the community and people through planned and spontaneous discussion and activities.

The childminder provides strong routines and activities so that children learn about being healthy. Food related activities encourage them to learn about healthy eating. For example, they are encouraged to consider healthy food and eating when they cook and bake. Physical skills and exploration are well promoted, as children have daily opportunities to walk in the area and they readily visit local parks and children's groups.

Children learn to take risks safely as they access large adventure equipment away from the home. They respond well to the safety rules in the childminder's garden, including, when they use the garden steps. In addition, the childminder works closely with parents to make sure they fully support children's safety together. For example, they work in collaboration to encourage children to learn to fasten their own seatbelts.

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

The childminder has a good understanding of her responsibilities towards 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 provides a clear focus on children's welfare. The childminder ensures that all parents have a view of this documentation. All necessary and additional permissions to support children's well-being are in place. All required records, including, for medication, accidents and attendance, are maintained. Thorough risk assessments enhance children's safety and support the childminders vigilance to protect children in her care. Children's well-being is effectively assured, as the premises are secure and robust, safety and security procedures make sure 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 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. 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 has some areas to be developed. In addition, the childminder links with other childminder's to further develop her practice. Consequently, outcomes for children are continually improved.

The childminder takes care to build relationships with parents and carers and obtains useful information about the children. Valuable details, such as, care routines, likes and dislikes, family members and favourite resources, are shared through discussion and included in child information records. Further information is discussed as an ongoing process, ensuring that those involved with the children have good understanding of any particular requirements or additional support needed for individuals. Parents also have a say about the provision through questionnaires and children's views are actively sought. Therefore, children and parents are involved in the evaluation and 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

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	EY466587
Local authority	Sheffield
Inspection number	935681
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
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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