

Inspection date

Previous inspection date

07/03/2014

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 knows the children well and uses effective teaching strategies to engage them in interesting and challenging activities. Consequently, children are making good progress towards the early learning goals.
- The childminder provides clear guidance about acceptable behaviour for the children so that they are learning to respect each other and cooperate.
- Children are kept safe from harm because the childminder has a good understanding of his responsibility to safeguard them and there are suitable procedures in place to minimise risks.
- The childminder reflects on his practice and identifies his strengths and areas for development. This allows him to work effectively with his co-childminder to maximise the use of their skills to improve outcomes for the children.

It is not yet outstanding because

- On occasions there is too much background noise so the childminder cannot take full advantage of all opportunities to support early language development.
- Existing partnerships with parents are occasionally not used to their full potential. As a result, chances to support children's development are not always maximised.

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 toured the areas of the premises used for childminding.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector looked at a range of documentation including parental questionnaires, policies and procedures.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed the children's files that contained observations, planning and assessments.

Inspector
Alison Byers

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and three children aged 17, 12 and nine years in a house on the outskirts of Doncaster. The whole of the ground floor and a secure garden area are used for childminding. The family has two dogs as pets.

The childminder attends a toddler group and activities at the local children's centre. He visits the shops and park on a regular basis. He collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. He 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:

- review how the television impacts on noise levels and children's listening skills so that full advantage can be taken of all opportunities to support language development
- build on existing relationships with parents and further develop effective strategies to strengthen parents involvement, for example, with planning so that all opportunities to support development are maximised.

Inspection judgements

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

The childminder knows the children very well and uses this knowledge to effectively plan resources and activities for children that supports their continuous development. He uses effective teaching strategies so that children are learning through their play and he incorporates a range of different areas of learning into games according to children's interests and abilities. Children are supported to develop characteristics of effective learning because the childminder models thinking through an idea as he plans activities with the children. For example, they plan, build and use a race track for cars, talking about how they built it last time and what they could use this time. The childminder encourages them to include tunnels, bridges and ramps for the cars and the children choose tables, chairs and books to make the features of the track. The children enjoy the game as they make the cars chase under and over obstacles and the childminder uses it

to reinforce their previous learning and knowledge from nursery school about positional language. The childminder also uses the game to help children learn about colours, numbers and size as they find different objects for the track. Children also enjoy experimenting with drawing and making different marks on the large chalk board, talking to the childminder about what they have drawn. Access to these opportunities and interactions with the childminder help children to develop the skills and knowledge they will need to be ready for school. Support for children's communication and language development is generally very good. However, on occasions, the television is on in the background while the childminder is talking to children. This impacts on children's listening skills and does not help ensure that full advantage is taken of all opportunities to support language development.

Children all make good progress towards the early learning goals because the childminder has a good planning system in place. The childminder is constantly observing and monitoring children and takes note of their 'wow' moments. He uses his observations to inform accurate assessments of the children using relevant information about child development. As a result, the childminder has a clear picture of each child's current abilities and he plans suitable next steps in their learning, to move them on, for example, making instructions more complicated as children's understanding increases. The progress check at age two is completed by the childminder and covers a detailed summary of the child's learning.

The childminder builds good relationships with parents that support children's overall well-being and education. They communicate verbally on a daily basis about what the children have been doing and the childminder is aware of what they do at home so he can plan complementary activities. Parents are kept informed about children's progress but the childminder could do more to strengthen these partnerships to maximise all opportunities to support children's development, for example, by involving parents further in his observations and planning.

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

The children develop secure attachments to the childminder and the positive relationships support children's well-being and development. The childminder is enthusiastic and his manner engages children so that they enjoy learning through play. He knows the families well and uses this knowledge to talk to the children during lunch about what they did at the weekend and what their parents do for jobs. These conversations not only develop children's understanding of the world and the different jobs people do, but also makes children feel valued and builds their self-esteem. The childminder has a strong focus on supporting children to develop their confidence so that they are able to play happily alongside other children and plans activities that children can do together. This is important because he is preparing them emotionally for school. The childminder sets high expectations about behaviour and his instructions to children are clear. Consequently, the children respond quickly to him and children behave well. Disputes between children are effectively resolved because the childminder talks through the solution so the children are learning how to tolerate each other and play cooperatively.

The childminder is developing children's understanding of the importance of a healthy diet because he provides balanced lunches and snacks and talks to them about what they must eat to become 'big and strong'. Children are also learning the importance of hygiene because the childminder reminds them to wash their hands to make them 'nice and clean' before they eat lunch. The childminder promotes children's independence because resources are stored at child level so they can access toys during self-directed play. They are also encouraged to clear up after themselves at lunchtime by putting their rubbish in the bin and the childminder helps them think about where they must put their plate for it to be washed. Children are able to manage their own personal needs according to their age.

Children have the opportunity to play outside and go on outings with the childminder so they are getting fresh air and exercise. The childminder has two dogs as pets that the children enjoy taking for walks and the childminder uses the opportunity to teach children how to care for animals. The childminder explains to even the youngest children about why they must not do something, so they are beginning to understand about how to manage risks and keep themselves safe. For example, toddlers are told not to stand on the chairs in case they fall and hurt themselves.

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

The childminder has a good understanding of his responsibility to safeguard children. He has relevant safeguarding training and clear procedures in place should he have concerns. The childminder ensures that all adults associated with the setting are suitable to work with children. There are also appropriate policies in place that cover all aspects of how the childminder runs his setting that are regularly reviewed and shared with parents. The fire evacuation procedure is practised regularly so children are learning how to keep safe in an emergency. The childminder completes comprehensive assessments that ensure risks are reduced in his home and during outings. As a result, children are free to explore and play in safety.

The regular observations and assessments made by the childminder are reviewed and discussed with his co-childminder to ensure that all areas of learning and development are covered and that children are making good progress. Any gaps are quickly identified and strategies put in place to support children, for example, differentiating instructions to ensure that all children can understand and join in with activities. The childminder works well as part of a team with his co-childminder to reflect on their practice because they informally observe each other on a daily basis. They accurately identify their strengths and take on particular roles accordingly. The childminder has a variety of experience and skills from previous jobs that he uses to the benefit of the children. Together they have evaluated their practice and incorporated ideas from parental questionnaires about helping children with their homework. They also value and act on the support they receive from a local authority advisor.

The childminder communicates effectively with other settings children attend and is able to provide continuity of learning because he often helps children complete their homework from nursery school. He also works in partnership with them to resolve any potential problems, for example, by discussing and sharing behaviour management strategies. The childminder's relationships with parents allow a regular flow of information that supports children's general well-being and parents are kept well informed about their children's development. However, these relationships could be strengthened further to maximise the involvement of parents, for example, in observations and planning for their children.

The Childcare Register

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| 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 | EY443013 |
| Local authority | Doncaster |
| Inspection number | 880511 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| 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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