

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 uses effective teaching strategies to support children, especially in their early language development. Consequently, children are making good progress towards the early learning goals.
- The childminder communicates well with parents so they are kept well informed about their child's progress. As a result, they work in partnership to provide continuity and support for the children's care and education.
- Children are kept safe from harm because the childminder has a good understanding of her responsibility to safeguard them and there are suitable procedures in place to minimise risks.
- The childminder strives to provide the best possible care and education for all children because she reflects on her practice and accesses professional development to deepen her understanding of child development.

It is not yet outstanding because

- Children do not always have access to a range of open-ended resources. Therefore, opportunities to further support the development of their imagination, problem solving skills and team work are not maximised by the childminder.
- Partnerships with other settings are not always used to their full potential to maximise opportunities to support 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 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 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband 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. She visits the shops and park 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. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- introduce a greater variety and range of open-ended resources both inside and outside so that children have more opportunities to work cooperatively and develop their problem solving skills
- build on existing partnerships with other settings to further develop effective strategies so that all opportunities to support children's needs are taken advantage of.

Inspection judgements

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

The childminder has a good understanding of how children develop and uses effective teaching strategies to support children's learning. For example, young children's communication and language development is especially well promoted because the childminder listens carefully and praises all children's communication, repeating words clearly to help their understanding. She uses children's interests to engage children and enhance their learning. For example, toddlers enjoy playing in the dry sand and practise tipping, pouring and scooping as well as learning new words from the childminder's commentary on their actions. Children enjoy experimenting with drawing and making different marks on the large chalk board and can freely choose books. Access to these opportunities help children to develop the early skills associated with writing and literacy that will prepare them for their next stage in learning. The childminder helps children to develop respect for other people's beliefs using everyday examples related to celebrations, such as Christmas. Opportunities for children to work cooperatively together and develop their imagination and problem solving skills are not maximised because the childminder

provides fewer open-ended resources.

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. She uses her 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 she plans suitable next steps in learning to move them on. For example, children's early language development is monitored so the childminder knows when children are ready to start putting two words together. The childminder allows children the space and time to lead their own play and make their own choices. She does not rush them and encourages them to keep trying at what they are doing, for example, practising their muscle skills as they open and close zips. As a consequence, children demonstrate the characteristics of effective learning.

The childminder works in close partnership with parents to support children's learning and well-being. They exchange information on a daily basis about what the children have been doing, allowing parents to continue with the learning at home should they wish. The childminder shares her observations and assessments with parents so they are well informed about their child's progress. The progress check at age two is completed by the childminder and covers a detailed summary of the child's learning. This progress check is used to support a detailed conversation about the child's progress and what next steps she has planned and what parents could do at home. The good relationships with parents enable the childminder to work with them to resolve any issues children may have, such as reducing the use of the dummy to support language development and putting consistent behaviour management procedures in place.

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

The childminder creates a warm and welcoming environment for the children. She builds positive relationships with the children whose overall well-being and learning are supported by these secure attachments and they look to her for reassurance. The childminder knows the children well and is sensitive to their needs when they are tired or hungry. She supports children's social development because she sits with them at lunchtime, talking to them about what they are going to do at the weekend and what they learnt at nursery school in the morning. Children learn to listen to each other and the childminder values all their contributions so their self-esteem is promoted. There is a strong focus on building children's confidence and the childminder talks to parents about any concerns and finds out what children enjoy doing. She uses children's favourite activities to engage them in play with others and supports their interactions. As a result, children are gaining the confidence they will need as they move on to their next stage in learning, especially for school.

The childminder is developing children's understanding of the importance of a healthy diet because she provides balanced lunches and snacks and talks to them about what they must eat to become 'big and strong'. She provides encouragement to children to try new foods. 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 a child level so they can access toys during self-directed play. Toddlers are supported to be involved in managing their routines to promote their independence. For example, toddlers are able to find their own bag and fetch their bottle of milk ready for snack time. Older children are able to manage their own personal needs according to their age.

Children have the opportunity to play outside and go on walks with the childminder so they are getting fresh air and exercise. The children enjoy taking the childminder's dogs to the park and are learning 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 risk and keep themselves safe. For example, toddlers are told the grass is too wet to play football on because they might slip.

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

The childminder has a good understanding of her responsibility to safeguard children. She has relevant safeguarding training and clear procedures in place should she 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. These cover all aspects of how the childminder runs her setting and are regularly reviewed and shared with parents. The fire evacuation procedure is practised regularly so that children are learning how to keep themselves safe in an emergency. The childminder completes comprehensive assessments that ensure risks are reduced in her 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 her 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, focusing on clear and simple language to support children as they first learn to talk. The childminder works well as part of a team with her 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. Together they have evaluated their practice and incorporated ideas from parents, from questionnaires, about helping children with their homework. They also receive support from a local authority advisor. The childminder is working towards a relevant early years degree to develop her practice. Her increased knowledge positively impacts on the children because she has learnt to look deeper into children's learning and consider the reasons for their actions.

The childminder has good relationships with parents using a variety of effective strategies to allow a regular flow of information that supports children's general well-being and shares information about their progress. Communication with other settings where the children attend are sufficient to permit a transfer of information that supports continuity of care and education. However, the partnerships are not used to their full potential to ensure all opportunities to share assessments and support children are maximised.

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	EY443017
Local authority	Doncaster
Inspection number	880512
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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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