

## Inspection date

Previous inspection date

10/03/2014

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

- Children engage in an interesting range of play experiences, which the childminder makes purposeful, through his good knowledge of child development and through effective teaching. Consequently, children are making good progress.
- Close relationships and attachments with the childminder ensure children are happy and secure and as a result, they are fully confident with him.
- The childminder develops good partnership working with parents, resulting in the constant exchange of information. This leads to effective inclusion of all children.
- The childminder has a good knowledge and understanding of safeguarding and as a result, children are kept safe and secure.
- The childminder and his co-childminder's positive working relationship enhances the effective management of the setting. Therefore, children flourish in this enabling environment.

### It is not yet outstanding because

- There is scope to develop how some of the resources are presented in the home to further enhance children's learning and enable them to have even greater opportunity to make their own choices.

## 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 learning activities with the children.
- The inspector held discussions with the childminder and completed a joint observation with the childminder.
- 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. He lives with his wife and two children aged 15 and nine years in a house in Abbeydale, Sheffield, South Yorkshire. The childminder works with his wife who is also a registered childminder and she provides funded early education for two-, three- and four-year-old children. The whole of the ground floor and bathroom on the first floor are used for childminding.

The childminder attends local amenities and groups on a regular basis. He collects children from the local schools and pre-schools. There are currently 15 children on roll, of these; the childminder is key person to five children who are in the early years age group. Children attend for a variety of sessions. He operates all year round from 7am to 7.30pm, Monday to Saturday, except at Easter and during family holidays. Hours and holiday care are flexible, depending on the requests of parents. The childminder supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### 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 some resources are presented to make sure that they are more easily accessible.

## Inspection judgements

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

Children are making good progress in their learning and development as the quality of teaching is strong. The childminder has a good knowledge of the educational programme and is skilful in promoting the characteristics of effective learning. He and his co-childminder plan a good range of well-balanced activities that take full account of the different ways in which individual children learn and the stage of learning and development that each child has reached. Activities place a high focus on the prime and specific areas of learning. The childminder completes purposeful, formative observations of children's achievements to carefully monitor their progress. This information is used to identify what children need to learn next. Children's next steps reflect their ability and are included in the planning so that children receive challenge and consolidation to help them make continuous progress. Information from children's learning journals and day books is used to complete assessments of children's progress, which are shared with and contributed to by parents. This includes the progress check at age two. The childminder and parents hold regular discussions to support and extend children's learning at home.

Parents are actively encouraged to become involved. For instance, they provide mementos and photographs of events and activities they have done at home. This includes information about the significant people in their child's life. This makes sure parents are fully included and involved. Children are supported strongly through routines and activities, which encourage their independence and developing skills in readiness for school. This includes supporting children who speak English as an additional language or who have special educational needs and/or disabilities.

All children are able to confidently self-select resources and the childminder provides rich opportunities for them to explore and experiment freely. There is room to develop this further as some books are presented in a bag and some of the baby toys are kept in a large bucket container. Although the childminder redistributes the items regularly, the children do have some difficulty in selecting and reaching them. 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. For example, young children learn to play co-operatively with each other as they use an interactive play centre. There is a positive balance of child-initiated play and adult-planned activities. When the childminder engages he extends learning through play-based interactions. For example, the childminder makes a game of putting on craft aprons. He models and gives guidance about how to make a daffodil picture. Within this, however, children's learning and free expression is enhanced as they independently create their own designs and freely place the glue and craft items where they want to. Younger children's progress is enriched as the activity is used for them to explore textures as they feel the glue, glitter and tissue. In addition, children are supported to learn about colour and number as the childminder and children name the colours and count the items. Through planned and spontaneous activities and routines the childminder is skilled in extending children's communication and effectively helps them to think critically. He constantly talks to children at their level, giving opportunities to extend and challenge them with good questioning. For example, as young children select a book, they sit comfortably with the childminder who highlights different characters. When they play with small world animals he talks to them about what each animal is and what noise it makes.

A wide range and variety of outings are a major part of the childminder's provision. The childminder makes sure that all children gain from the experience. Visits to themed activity centres, for instance, art and craft and music groups, enhance their learning and exploration. Children are effectively learning about the natural world. For example, they visit farm parks and enjoy outings in the local area, where they seek out natural items. Children's awareness and understanding of the wider world is promoted well. This includes learning about their own history as they undertake outings to a local history museum. In addition, they begin to understand about the community as they visit local shops or the cafe and speak to people, such as the road crossing person. Early writing and word recognition is promoted well. Each child has their own coat peg with their own picture with text wording. Writing resources are readily available. Children are starting to develop a love of books as they enjoy spontaneous and planned story time and regularly visit the library.

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

Children relate well to the childminder and develop close emotional attachments. They are confident and feel safe and secure with him. Children readily seek and receive his reassurance. This supports their well-being and promotes smooth transitions from home into the childminder's care. The childminder and his co-childminder are proactive in establishing secure, positive relationships with the children and their family. This is enhanced as the childminder and his co-childminder work closely together to meet individual children's learning and care needs. In addition, this is extended by an effective, individualised, key person system. When children first start at the setting information is obtained and exchanged with parents. This is consistently updated. This means that the childminder is able to effectively meet each child's needs. Each child's personality, likes and dislikes are fully respected and catered for. The childminder knows the children well and talks about them with genuine respect and care. He values their backgrounds and encourages them to value each other and celebrate their differences. Activities incorporate a range of religious and cultural festivals. The childminder also ensures that activities are differentiated for the age and stage of each child, so that they are all able to join in and receive a good level of challenge.

Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are strong links with parents and the childminder has established effective partnerships with other providers, such as the school, in relation to assuring the continuity and consistency of children's care. Children interact well with the childminder and are developing their social skills as they learn to play more cooperatively with their peers. Trips to local groups provide further opportunities for children to mix and socialise with a wider peer group. Their good behaviour is promoted through the use of positive behaviour management strategies. Children benefit from enthusiastic interaction with the childminder and learn from his positive role modelling. He 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. The childminder shows good levels of interest in what children say and do; offering frequent praise and encouragement. In addition, they are able to share their feelings through a 'feelings tree' display with text and pictures of children showing different emotions. Consequently, children display very little unwanted behaviour because they are well occupied, feel valued and have good levels of self-esteem and confidence. The childminder is skilled in encouraging children's independence, inclusion and learning during play and daily routines.

The childminder provides strong routines and activities so that children learn about being healthy. Food related activities encourage children to learn about healthy eating. For example, they consider healthy food and eating when they bake and cook. Physical skills and exploration are well promoted, as children have daily opportunities to visit local parks and children's groups. Children learn to take risks safely as they use large adventure equipment away from the home. For example, their physical skills are extended and they learn to act safely as the childminder supports them to use a climbing wall or as they learn

to swim.

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

The childminder prioritises safeguarding to a good standard. He and his co-childminder have completed safeguarding training. The childminder has a strong knowledge of his duty to protect children and the procedures to follow in the event of a concern about a child. All required household members are suitably vetted and the childminder monitors who has access to the children. Thorough risk assessments, plus daily checks and robust routines ensure children's safety both in the home and on outings. For example, robust road safety procedures are further enhanced as the children wear high-visibility vests when walking. The childminder has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and is well maintained

The childminder and co-childminder effectively monitor the delivery of the educational programmes within their setting and have clear procedures in place to observe, assess and monitor children's progress. This means that children's development is tracked effectively to ensure that they are making good progress in line with their peer group. Additional support is provided if necessary. They ensure that their practice is fully inclusive to support the needs of children who attend the setting. The childminder and co-childminder have high expectations of themselves. They are passionate about providing the best possible care and learning opportunities for children. The childminder has completed all required and many additional, training courses. He and his co-childminder effectively reflect on and evaluate their service. In addition, they complete local authority assessments of the provision, using this as a further tool to enhance their self-reflection. Parents' views about all aspects of the setting are sought using questionnaires. Children have an active voice in sharing their ideas and opinions are readily sought. All of this demonstrates an eagerness to ensure that the childminder continues to provide high-quality provision for children.

The strong partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, this ensures they are confident to leave their children in the childminder's care. There is a high level of communication with parents, which ensures continuity of children's care, learning and development. The two-way sharing of written, email, text and verbal information, enhances parents' experience and extends children's learning. This combined with a parent pack, which includes a children's information document, means that they are kept well informed about the childminder's setting and they are involved in promoting their children's progress and well-being. They are pleased with the quality of the provision. One states, 'my child has a smile on her face when I bring her and she always has a smile on her face when I pick her up.' Another states, 'It is very reassuring to us that our child is so happy, loved and well looked after. I believe that the environment contributed significantly to their development and confidence. Our child enjoys their afternoons and thrives whilst

there. Our family have been helped and supported enormously.' 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 childminder also links well with other professionals, such as speech and language specialists, to support children with special educational needs and/or disabilities, which enables them to reach their full potential.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY468424
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	938062
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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