

<b>Inspection date</b>	11/03/2014
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder is a good role model and children have formed strong attachments with her.
- Children's communication skills are promoted well because the childminder spends time positively interacting with children, encouraging the effective development of their vocabulary and language skills.
- Children progress and develop well as the childminder clearly understands how they learn.
- Arrangements for safeguarding children are secure and clear policies are implemented well.

#### **It is not yet outstanding because**

- There is scope to extend the range of outdoor activities to enrich children's experiences.

## 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 children's activities in the indoor environment.  
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the qualifications and suitability checks.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector conducted a joint observation with the childminder.

## Inspector

Rachael Barrett

## Full report

### Information about the setting

The childminder was registered in 1982. She lives with her husband. They live in Dinnington, a large residential area in the borough of Rotherham. The whole of the ground floor, as well as toilet facilities on the first floor of the premises, are used for childminding. There is a secure garden available for outdoor play. Care is offered on Monday's and Tuesday's all year round. The childminder currently childminds two children in the early years age range and four older children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- extend the already good range of activities provided during outside play to fully create a stimulating play space which further enriches children's experiences.

## Inspection judgements

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

Children benefit from the caring and affectionate interaction they share with the childminder. The childminder uses her good understanding of how children learn and develop to plan and provide a stimulating range of activities that children enjoy. For example, young children delight in recognising different food, vegetables and colours when enjoying their favourite shopping game. The childminder uses the information she gathers from her observations to ensure that children's individual needs and interests are provided for. This enables children to remain fully engaged in their learning over time.

The childminder completes detailed observations of the children and identifies appropriate next steps which she shares with parents so that they are fully involved in helping to identify the future learning needs for their children. The childminder has completed the progress check at age two which has been shared with parents and other partners in learning.

The childminder has high expectations of the children in her care and the progress of children is tracked across all the areas of learning. As a result, children are making good progress in their learning. The childminder supports young children's communication skills well. Children are becoming confident speakers because the childminder listens carefully to them and responds well to what they are saying. Children's mathematical skills are developing as children are learning to count confidently during their play. This is supported by the childminder who encourages children to count the stairs as they climb up them to the bathroom and count the number of dominoes each child has during a matching game. Children's early writing is encouraged as children show interest in their

names and they are starting to show an interest in forming the letters which spell their names. This is sensitively supported by the childminder. Children are acquiring good skills to help them in their future learning, as they move on to nursery and school.

Children's understanding of the world is developed through links with the local community, the use of the garden and walks to the local park. The children enjoy visiting the local pet shop and exploring books at the local library.

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

Children have developed secure relationships with the childminder. When they are dropped off by their parents they enter the childminder's home happy and smiling. As a result of this the children are extremely happy in the childminder's care. The childminder has an extremely good relationship with the children as she puts their well-being and safety first. This results in the children flourishing in the childminder's care and developing into confident individuals.

The childminder is a good role model to children. She teaches them to use their manners through every day routines and children behave very well as she promotes behaviour in a positive and consistent way. All children behave well and readily take turns and share during games and activities. This helps children learn to respect others and their feelings.

The childminder encourages children to be independent through every day routines, such as toileting, lunchtime routines and putting on their coats and shoes. This supports and prepares children in their readiness for school. She teaches them how to wash their hands properly to 'get rid of all the germs' and to safely dispose of tissues after wiping noses, which helps to promote their awareness of some important safety messages and helps children learn about healthy lifestyles. Children independently feed themselves at mealtimes and are encouraged to make some independent choices. Children access the outdoor play environment but there is scope to extend the range of activities available to enrich children's experiences. Children are supported in their transition to school and nursery as the childminder has developed positive partnerships with other local providers where children access early years care.

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

The childminder demonstrates a clear understanding of the learning and development and safeguarding and welfare requirements. The childminder shows a commitment to professional development and has updated her knowledge of safeguarding by attending a safeguarding course. She has a good understanding of child protection procedures and knows who to contact in the local authority if she has any concerns.

Good safety measures are in place to enhance the security of the provision. For example, doors and outside garden gates are secured at all times to keep children safe. The

childminder has effective policies and procedures in place that underpin the care and welfare of the children. She records accidents and incidents effectively and maintains effective records for each child.

The childminder accurately monitors each child and knows them well. This helps her to successfully match activities to their individual needs and interests. She has a secure understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. The childminder is an experienced practitioner with a good understanding of how children learn. The childminder has developed good partnerships with children and their parents. Daily feedback and sharing photographs with the parents means that they feel included in their child's day.

The childminder demonstrates commitment to improving her practice and reflects on her progress as a childminder through an effective self-evaluation. She is able to identify particular strengths and weaknesses and has regard and commitment for improvement.

There are currently no children attending who have special educational needs and/or disabilities or English as an additional language. However, the childminder demonstrates a sound understanding of the benefits of sharing relevant information with outside agencies to ensure children receive the additional support they require.

### **The Childcare Register**

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

## 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>	302937
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	818673
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/10/2008
<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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