

Inspection date

Previous inspection date

20/03/2014

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

- Teaching is good because the childminder demonstrates effective teaching through skilful questioning that makes children think. She assesses their progress and effectively plans for the next steps in their learning. This ensures they make good progress in all seven areas of learning.
- The childminder has a secure knowledge and understanding of how children learn and develop, she carefully observes to assess their skills and interacts effectively to improve their learning.
- Children are cared for in a nurturing and supportive environment. They are happy and form close bonds and attachments with the childminder. She makes good use of praise, which effectively promotes the children's confidence and self-esteem.
- The childminder is highly motivated to develop her service. She regularly monitors and evaluates her provision, which supports continuous improvement.

It is not yet outstanding because

- Children's self-awareness is not always strongly promoted as they are unable to see and discuss photographs of activities and outings they have previously experienced.
- Children's independence skills are not always fully nurtured during daily routines, such as snack time.

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 activities taking place in the lounge and dining room and viewed areas of the premises and garden used for childminding.
- The inspector spoke with the childminder and interacted with the children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation document and sampled a range of policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

Inspector

Catherine Mather

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her partner and two children aged five and 14 in Mexborough. The whole of the ground floor of the childminder's house, including a downstairs bathroom is used for childminding. There is an enclosed rear garden for outdoor play. The family has dog, fish and cats as pets. The childminder holds a Bachelor of Art degree in Childhood and Youth Studies and Early Years Professional Status. The childminder attends a local toddler group and other activities at the local children's centre. She visits the park on a regular basis. There are currently five children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except for family holidays. She is a member of the 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:

- enhance opportunities for children to make links in their experiences and talk about what they see, think and feel by, for example, making photographic books of activities and outings that children have previously enjoyed
- extend children's growing independence by providing more opportunities for them to manage tasks, such as preparing their own snack.

Inspection judgements

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

The childminder has a comprehensive knowledge of the Statutory framework for the Early Years Foundation Stage and as a result, she provides a range of age-appropriate activities, which effectively promote children's learning. There is a good balance of child-initiated and adult-led activities and the childminder plans these to support children's individual interests and next steps in their learning. The childminder recognises the importance of igniting children's interests, curiosity and enthusiasm for learning. The quality of teaching is consistently good. For example, as children construct different structures with wooden shapes the childminder involves them in sustained shared thinking, by helping them to consider the different sizes. This means that children begin to problem solve and think critically, which helps them to explore their ideas. As a result, children demonstrate active learning supported by the childminder's good teaching strategies.

The childminder works closely with parents and gathers information about children's

interests and what they are able to do before they start to attend. She uses this information alongside her own initial observations to effectively assess children's starting points. This coherent approach to children's learning and development means that their needs are effectively met from the start. The childminder carries out detailed ongoing observations, linked to the areas of learning and these are used to identify children's next steps in learning. This means that the childminder is able to effectively assess the progress children are making, which helps to prepare them well for the next stage in learning, such as nursery or school.

Children are well supported in the acquisition of communication and language skills because the childminder listens to what they say and uses open-ended questions. As a result, children think critically by finding new ways to do things and testing out their ideas. The childminder models building sentences by repeating what children say, using questions which are appropriate to children's stage of development that help to extend their language skills. For example, as children play with a magnetic board and search for letters to make their name, the childminder sounds out the letters for them to hear and praises their attempts. This means that children's verbal skills are progressing well and furthermore their developing literacy skills benefit from seeing written words and numbers in context as they play.

The childminder has a good understanding of how children learn and plans effectively to extend and develop children's early learning and recently acquired skills. She carefully observes children to find out about their immediate interests in order to plan activities or experiences to enhance their learning. The childminder records children's progress through observations and uses photographs of them to use in their learning journey, which is shared with parents. However, children are not routinely able to see photographs of activities and outings they have previously enjoyed so they do not have the chance to recall some events they have enjoyed. The childminder has a clear system to monitor and track children's learning through accurate and effective observations and assessments. As a result, she has a thorough understanding of each child's progress and effectively plans activities and experiences which are based on their age and stage of development. Parents have regular access to their child's learning journey record and they also engage in two-way dialogue with the childminder on a daily basis. This shared knowledge is used to build up a clear picture of a child's learning and development and effectively meets their individual needs.

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

Children benefit from secure attachments with the childminder, and as a consequence this provides a strong foundation for their social and emotional development. The childminder is calm and caring and the children relate well to her, they are happy and thrive in her home. Through their body language children show that they have developed close and trusting relationships with the childminder. For example, they seek her out for cuddles when they need reassurance or are feeling tired. The childminder gathers detailed information about children's health, development and care needs prior to them attending. She provides for their individual needs from the beginning, resulting in their physical and emotional needs being well met. Therefore, the transition from home into the setting is

managed well and children settle quickly.

The childminder manages children's behaviour very well because she gives them consistent, clear and age-appropriate explanations. As a result, they are developing a clear understanding of the expectations for their behaviour and a good understanding of right and wrong. Consequently, they behave very well. The childminder has a calm and patient disposition and children enjoy high levels of attention. They are developing strong peer relationships with each other because the childminder teaches them to share, consider each other's needs and be kind to each other. Gentle and timely reminders, about sharing and not throwing toys indoors helps children to understand what is and is not acceptable behaviour. The childminder frequently provides reassurance, which helps to build children's confidence and self-esteem. As a result, children are developing positive social skills, which prepare them well for school.

The childminder has a sound understanding of how to promote the health and safety of the children in her care. She understands the importance of physical exercise and fresh air, and children enjoy visits to local indoor soft play areas and parks. Further trips to places of interest enable children to enjoy learning in the wider environment, and this promotes their growing understanding of the world around them. The childminder places a strong emphasis on being outdoors. Consequently, children benefit greatly from fresh air and exercise and are able to explore and investigate in different environments. For example, they take part in nature walks, look for creatures and collect nature items such as leaves, pebbles and twigs. In addition, they develop confidence in their large physical skills and learn about risks and how to manage these as they use different types of apparatus in the local parks.

Children are beginning to learn about healthy lifestyles because the childminder provides a good range of light meals and snacks. The childminder provides children with a running commentary and therefore they see and hear a sequence of actions relating to familiar routines, such as preparation of snack time. However, opportunities are missed for children to help prepare the selection of fruit, by peeling oranges and handling appropriate tools to do this. Overall, children's safety is given high priority as the childminder ensures her premises are secure. Daily checks and risk assessments means that the home is safe for children. In addition the childminder carries out the fire evacuation procedure so that children gain knowledge and understanding of keeping safe.

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

The childminder shares all her policies and procedures with parents, including the safeguarding policy, which ensures they understand about her responsibility to safeguard children and meet the safeguarding and welfare requirements. She has undertaken safeguarding training, and has a thorough understanding of her duty to protect children and knows what to do should she have any concerns. The childminder also has a clear understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder's secure knowledge of how children learn contributes positively to her implementation of the learning and development

requirements. Children's learning is closely monitored to ensure that all children make optimum progress and receive any additional support through early intervention where required.

The childminder liaises with other childminders to share ideas and look at ways to enhance her provision. She also keeps herself updated with changes to early years practice by attending specific courses, reading childcare publications researching on the internet. The childminder identifies areas for improvement, for example, she is in the process of developing her garden, so that children can experience all areas of learning outdoors. The childminder consistently monitors and evaluates the play and learning opportunities she provides, which ensures children's good progress is maintained.

Parents contribute to the childminder's self-evaluation document via questionnaires and verbal exchanges. This demonstrates that she values their views in helping her to shape the service she offers. Parent's verbal comments are extremely complimentary and they are grateful for her support and flexibility in accommodating their individual needs. Partnership working is highly valued by the childminder and she is very clear about her responsibility to work with other professionals.

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	EY422843
Local authority	Doncaster
Inspection number	913379
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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