

Inspection date

Previous inspection date

24/03/2014

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 has a good understanding of how to effectively safeguard the children in her care. She carefully assesses the risks to her premises and minimises these, which ensures that children can use all accessible areas safely as they play.
- The childminder skilfully provides an imaginative and engaging variety of fun experiences and resources offered through a good balance of child-initiated and adult-led activities. As a result, children's progress is good given their starting points and capabilities.
- Teaching is good and children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- The childminder sensitively settles children into her care and develops warm and caring relationships with them. Consequently, they are very happy and secure with her.

It is not yet outstanding because

- The childminder does not always closely monitor assessments and planning to help her identify further opportunities to support children's progress to the highest levels.

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 children's play both indoors and outdoors, including adult-led and child-initiated activities.
- The inspector looked at children's records, evidence of the suitability of adults living on the premises, safeguarding procedures and a variety of other documentation.
- The inspector viewed a sample of the children's development records.
- The inspector held discussions with the childminder and also completed a joint observation with her.
- The inspector took account of the views of parents in written testimonials provided.

Inspector
Ruth Moore

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three children aged 14, four and two years in the Woodseats area of Sheffield, South Yorkshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The family has two dogs, a cat and a goldfish.

The childminder is able to take and collect children from local schools and pre-schools. There are currently eight children on roll, three of whom are in the early years age range and attend for a variety of sessions. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except family holidays.

What the setting needs to do to improve further

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

- monitor the assessments of children's learning more frequently to make sure they consistently and precisely match with planning of activities, in order to build on the already good levels of progress that children achieve.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. She gathers information from parents when children start about their interests and care routines, which enables her to plan appropriate activities to meet children's individual needs and interests. The childminder is actively involved in children's play. She interacts well with them and explains, questions and encourages them to explore, have a go and try new things. This effective teaching encourages children to be active learners. For example, the childminder introduces the children to a treasure box, which has a variety of resources to stimulate their interest and imagination. The childminder supports the children to open the box and take out what they want, promoting their confidence in exploring and making choices. The childminder consistently asks open questions to help children think and make connections in their learning, and extends the activity by supporting them to count and identify the different colours of the items in the box. Throughout the activity the childminder praises children's achievements and uses body language to good effect, such as smiles, shrugs and giggles, to demonstrate her pleasure and encourage the children to explore even further. This type of interaction demonstrates the good quality of teaching provided by the childminder, which

is effective and ensures that children's individual interests and preferences are catered for.

Children are making good progress in their communication and language skills as they constantly chatter and engage in conversation with the childminder. She listens carefully to them and repeats words back to them to aid their pronunciation. The quality of teaching she provides supports children's communication and language skills well through everyday play-based activities. Children have an individual planning record that details their starting points, ongoing progress and next steps. This means that the childminder plans activities that enhance children's learning. Planning is carried out and linked to the characteristics of effective learning through the childminder completing a tracker system based upon the seven areas of learning. However, this process is not always regularly monitored to make sure that assessments and planning are consistently and precisely matched in order to build on the good levels of progress already achieved.

Partnerships with parents are well promoted because the childminder actively encourages them to be involved in their child's learning. A wide range of information is gathered from parents at the children's settling-in visits, which enables them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis using a journal for each child. Parents are supported in extending children's learning at home. For example, the childminder gives parents information about what their child can do in relation to the early years outcomes and asks them to decide if their child is achieving the expected outcome for their age group. She also gives suggestions as to what parents can focus on at home to support their child's learning further. Parents are very complimentary about the childminder and the impact she has had on their child's good progress.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. All children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Information is gathered from parents about their child's needs before they start, for example, what children are interested in and their sleeping and eating routines. Settling-in arrangements are tailored to meet the requirements of each individual child and their family. The childminder also gives out a welcome booklet which introduces her family, the care routines of the setting and a sample of the activities the parents can expect their child to take part in. This detailed document enhances all aspects of the childminder's care and promotes effective working in partnership with parents. The childminder also uses creative approaches to supporting children's emotional security, such as a teddy with a suitcase. This helps those children who may not settle as well as others to understand that when they leave the setting they will be coming back, just like when teddy goes to work with their parent, he comes back. This helps to ensure a happy, smooth transition between home and the childminder's care.

The childminder is a good role model; she teaches the children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives them lots of effective praise and encouragement. This builds

their self-esteem and prepares them well for their future transition to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, they are reminded to be careful when climbing onto a window seat so that they do not fall. Children are developing a good understanding of the importance of living a healthy lifestyle. At snack time the childminder asks the children what they would like for a snack, giving them a choice of several fruits. Children are encouraged to get their own spoons out of a drawer and climb onto a chair to sit at the table. Children are encouraged to feed themselves and during this time the childminder takes the opportunity to chat to them about the food they are eating, spelling out how words are formed and helping pronunciation by using phonic sounds.

The childminder is skilful at promoting and supporting the independence of the children in her care, for example, before and after snack time she runs water in a bowl and the children are supported to wash their hands. They are shown how to blow their nose and encouraged to dispose of the tissue quickly. Children play outside everyday in the secure garden, which has a wide range of toys to support the development of their small and large muscles. For example, they learn how to control their bodies when using a climbing frame, playhouse and other small pieces of equipment, such as bats, balls and ride on toys. There is a vegetable patch for children to grow their own vegetables, which encourages their imaginations and understanding of the world. This is further supported as the childminder taking the children on outings to visit the alpaca farm, the local community farm and the seaside. The children visit two playgroups each week and enjoy activities at the local school, pre-school and library. These experiences help them to gain good social skills and develop the confidence they will need when moving on to other settings or school in the future.

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

The childminder has a good understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Her knowledge of child protection issues is secure because she frequently attends safeguarding training. She is fully aware of the potential signs of abuse and neglect and she understands the procedures for reporting concerns. She ensures that all adults living on the premises complete relevant suitability checks to determine that they are suitable to have contact with children. In addition, she has effective procedures and risk assessment in place to help ensure she keeps children safe on outings or at home.

The childminder demonstrates a secure understanding of the areas of learning and makes sure that the educational programmes she provides reflect children's needs and interests. There is a broad programme of activities offered, including craft activities and baking, which the children enjoy and which enables them to make good progress. Clear assessment are made, which means that the childminder knows where each child is in their stage of learning and where they need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning pathways. However, there is scope to monitor the effectiveness of this good work more closely in order to further raise children's

achievements to the highest levels. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. The childminder is committed to continuous professional development and is currently studying for a level 3 qualification in early years so that she can further improve her knowledge of children's learning and development. She has completed a comprehensive self-evaluation and has some good ideas for further improvement. This shows a committed, dedicated perspective that ensures high standards are sustained. Her robust reflective practice supports the creation of a comprehensive action plan that clearly identifies what will develop her setting further.

The childminder has good relationships with parents and shares with them their child's achievements and progress. For example, they have regular access to their children's learning journals, and the childminder encourages parents to be part of the service she provides by sending out questionnaires on a regular basis. They let her know verbally and through written testimonials how happy and pleased they are with their children's progress since being with her. For example, parents state 'The childminder is a warm, friendly and inviting person who in my opinion provides an outstanding level of care'.

The Childcare Register

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	EY451339
Local authority	Sheffield
Inspection number	911557
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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.

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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