

Inspection date	05/02/2014
Previous inspection date	30/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have good relationships with the childminder. Consequently, children are settled and happy in her care. The childminder knows them well.
- The childminder makes strong use of the local area and amenities to support children's social skills, communication and physical development well.
- The childminder is aware of her roles and responsibilities with regard to child protection to ensure children are safeguarded.

It is not yet good because

- The childminder has not consolidated her knowledge of the learning and development requirements. Therefore, planning challenge to support children's progress is not always consistent.
- The quality of teaching is variable because the childminder does not have sufficient knowledge of the characteristics of effective learning. Therefore, there are missed chances to extend children's learning or develop their critical thinking skills.
- The childminder has not considered a range of different strategies to fully protect children's safety within the home.
- The childminder has not yet established highly effective ways to successfully engage all parents in their child's learning so they work together to support children's progression.

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 children.
- The inspector held discussions with the childminder and also completed a joint observation with her.
- 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 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in a suburb of Sheffield in South Yorkshire. The whole of the ground floor, the upstairs bathroom and the rear garden are used for childminding. The family has a pet cat.

The childminder attends local children's groups several times a week and undertakes outings on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, one child is in the early years age group. Children attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consolidate knowledge of the learning and development requirements to improve the planning of challenging learning experiences for children through planned, purposeful play to make sure support for their progress is consistent
- extend children's progress by reflecting in practice the different ways children learn through increasing knowledge about the characteristics of effective teaching and learning.

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

- fortify children's safety further, for example, by extending strategies and systems used to make sure the glass in the inner door of the house does not present any risk to children
- strengthen the partnership with parents and increase children's learning, by, for example, extending how they can support their children's learning at home.

Inspection judgements

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

Children develop a generally positive attitude to learning because the childminder has a sound knowledge of each child. She has a suitable knowledge of children's capabilities and demonstrates through discussion that she has a strong awareness of each child's individual development. The childminder confidently assesses each child's next steps to aid their progress. This makes sure that children are making steady progress towards the early learning goals and develop suitable skills for their future learning, such as moving on to nursery or school. This is supported as the childminder completes developmental 'trackers' on children and assessment records, which aids the monitoring of their progress. She provides a termly summary and an appropriate 'progress check at age two' for parents. Activities place a suitable focus on the prime and specific areas of learning. The childminder provides a suitable mix of planned and child-initiated activities. These provide an enjoyable learning environment that visit all of the seven areas of learning. However, some aspects of learning are less well-planned for as the childminder has not consolidated her knowledge of the learning and development requirements. The quality of teaching is variable as for the childminder it is instinctive, rather than directly promoting the effective characteristics of learning in her practice. For example, the childminder interacts well with children as they look at a themed comic together. Children are supported to identify the names of the tools in the pictures. However, the childminder does not extend this by getting them to consider what the tools are used for. This means she is less confident about encouraging and extending children's learning, providing challenge and getting them to think critically about the activities. Consequently, support of children's learning and development is less effective.

Children's language and communication skills are suitably promoted through regular and routine conversations and during activities. For example, the childminder uses phonics to encourage children to match alphabet letters to objects in pictures. Their learning is appropriately secure as they talk about colours, numbers and shapes during activities. For example, children are encouraged to count the numbers of pages in a book. Children are creative and imaginative learners and this supports their development in expressive arts and design. This is promoted by the many varied experiences they have when they visit children's groups and complete themed activities. For example, celebration crafts, including cards and calendars. Children's learning about the natural and wider world is supported as they visit horses in a field and the local farm park. They learn about the community during walks in the area and undertake national and international celebrations at children's groups.

The childminder has sound relationships with parents. She gathers relevant information from them when children first start at the setting. For example, the childminder obtains information from parents and completes an 'all about me' and a children's interest form. Therefore, promoting continuity for children and ensuring she knows about children's individual interests and what they like to do. In addition, she shares some information with parents about children's progress. They have access to their child's assessment records and are able to make comments and observations. However, ways to engage parents in their child's learning to effectively support their child's next steps at home are not yet highly effective or fully embedded in practice.

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

Children are confident and secure with the childminder. This supports their well-being and promotes smooth transitions for them from their parents to her. Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are secure links with parents and the childminder has established good links with the local school in relation to assuring children's good self-esteem and the continuity of care.

Children are learning about what is acceptable behaviour as they respond to the childminder's positive behaviour management. Their self-esteem and confidence in their abilities is supported because the childminder regularly praises their behaviour and efforts. In addition, they gain a sense of independence and self-worth as they self-select activities. The childminder provides good opportunities for children to mix and socialise as they enjoy going to local children's groups. Here they interact with other children and undertake a variety of activities. This contributes to children developing relationships with their peers and begin to understand and celebrate diversity.

Children start to learn about healthy eating as they enjoy fresh fruit for snack daily. Through regular routines, such as hand washing, children are learning about health and hygiene. For example, the childminder encourages and supports them to wash their hands before snack and after using the toilet. This contributes to promoting children's understanding of being healthy and it starts to encourage them to be independent as they develop their self-care skills. Daily routines, including walking to and from school and children's groups and physical play provide opportunity for children to be active. For example, they visit activity centres, children's groups and the park. Children are learning how to manage their own safety as they respond to the childminder's guidance about road safety when walking.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and implements these appropriately to promote children's safety and well-being. She demonstrates an appropriate knowledge of child protection issues and her responsibilities to protect children in her care. The childminder demonstrates a suitably secure understanding of child protection procedures and who to contact if she has a concern. She recognises the possible signs of abuse and is appropriately able to identify what she would do in the event of an allegation against herself or a member of her household. The childminder ensures she supervises children at all times. All required suitability checks are in place and the home is secure. Children's safety is promoted as she has a range of policies and procedures to support the safety of children and aid her management of the service. All required records are in place. The childminder makes sure children are safe in her home as she completes written risk assessments and by visual checks. She has made a written risk assessment of the broken trampoline in her garden and states that children

will not use it until it has been repaired and made safe. The childminder is aware of the possible potential hazard of the glass door in the home and has given appropriate consideration to make sure children remain safe. She has risked assessed the glass and what happens if it is damaged. The door is shut when children are present and they do not play boisterous games, such as ball games in the house. However, the childminder has not fully considered further strategies to prevent children from accessing this area to be totally confident there is no risk to children's safety. The bathroom and kitchen are secure and children are protected as any hazardous items are stored well out of the reach of them.

The childminder and parents discuss and share some information about their child's progress, to make sure they work sufficiently together to meet children's needs and learning. Parents have access to information about the Early Years Foundation Stage and the childminder's policy and procedures. However, this is potentially affected as some of the childminder's documents are disorganised. Therefore, generally, they are a less useful tool to aid communication. The childminder has established strong relationships with other settings children attend. For example, she shares children's progress with the local school and she obtains information about topics. She also refers to the school newsletters to make sure she can ensure continuity in children's learning. All of this ensures children are appropriately well-prepared for entry into school and their future learning.

The childminder suitably reflects on her practice to monitor and evaluate her provision and understands the areas she needs to develop. She has completed all of the required training. Since the last inspection the childminder has completed the actions set appropriately. Parents' views are sought by questionnaires and she seeks children's opinions about activities. As a consequence, they have opportunities to contribute to change.

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	300524
Local authority	Sheffield
Inspection number	948893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	30/08/2013
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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