

Inspection date	24/03/2014
Previous inspection date	24/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 are beginning to acquire the necessary skills to become ready for school, as they learn to think critically and solve problems.
- Children's personal, social and emotional development is promoted well, as they learn to play cooperatively and take turns with others.
- The childminder has a clear understanding of the safeguarding and welfare requirements to help keep children safe.

It is not yet good because

- Accurate assessments of children's prior knowledge, understanding and skills on entry to the provision are not consistently recorded and monitored, to ensure all aspects of learning are well-planned for and children's progress is maximised.
- Strategies to engage parents in their children's initial assessments on entry and to share information about their learning and development at home are not always successful, to maximise the progress children make.
- Strategies to share information with teachers from local schools are not always successful, to ensure children's continuity of care and learning.
- Self-evaluation does not consistently take account of the views of parents and children. As a result, opportunities to further progress the quality of the provision are missed.

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 spoke with the childminder and children throughout the inspection.
- The inspector checked evidence of the childminder's suitability, training certificates and policies and procedures.
- The inspector observed activities in the main playroom and looked at areas used for childminding, including the outdoors.
- The inspector took into account parents views from written comments.
- The inspector and childminder discussed children's learning and behaviour together as children were engaged in activities.

Inspector

Jane Tucker

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in the Hatfield Woodhouse area of Doncaster. The whole of the ground floor and the rear garden are used for childminding. The family has one dog as a pet.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 12noon to 6pm, Monday to Friday, except bank holidays and 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the procedure to assess and monitor children's prior skills, knowledge and understanding on entry and use this information effectively to ensure there is continuity and progression in all areas of their learning
- provide opportunities for parents to take a shared approach to their children's learning and development, for example, by encouraging them to contribute to their child's initial assessment on entry and share information about their child's achievements at home, in order to maximise on the progress children make.

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

- enhance relationships with teachers from local schools in the area to promote continuity in children's care and learning
- improve the self-evaluation of practice so that it sufficiently takes into account the views of parents and children, to support children's achievements over time.

Inspection judgements

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

The childminder has a suitable understanding of how to promote children's learning and development. She offers a range of educational programmes that broadly cover the seven areas of learning and helps children to make suitable progress. However, some aspects of learning are less well-planned for. This is because the childminder does not consistently make assessments of children's prior skills, understanding and knowledge on entry to ensure continuity and progression in all areas of their learning. In addition, the childminder does not encourage parents to provide sufficient information about their child's starting points. Nevertheless, children enjoy their time with the childminder and are occupied.

The childminder demonstrates appropriate teaching skills and talks with children as they enjoy making marks with pens. She asks open questions, such as 'How many butterflies can you see on your picture card?' to promote their early counting skills. Children count the symbols out loud and make connections in their learning as they draw around the corresponding number, calling out 'that's the number six'. The childminder extends children's mathematical learning further as she asks them how many toes, eyes, legs and fingers they have. When children say they have two fingers, the childminder talks aloud to support their critical thinking and very quickly children predict the correct answer. This builds children's confidence as they learn to problem solve and makes sure they are prepared for the next stage of their learning. The childminder supports children's excursions into imaginary worlds and offers support and advice as children take on the role of a vet, nurse and assistant. They use available resources to create props and the childminder places large cushions under the dining table, which becomes their veterinary surgery. They imitate role play based on their own first-hand experiences as they use stethoscopes to listen to their 'animals' heart beat. Children listen to others in small groups and engage in conversation when questions interest them. For example, children recall birthday events and speak about the new country they are going to be moving to. They talk about their older brothers and their family pets, demonstrating their knowledge of people and communities and a sense of their own immediate family.

The childminder has not yet had the need to implement the 'progress check at age two'. However, she has a suitable understanding of her responsibility to conduct this review and share relevant information with parents. The childminder talks to parents daily and provides verbal updates about the activities children have been involved in and the learning that has taken place. However, strategies to engage parents to share information and promote learning at home are not always successful to maximise the progress children make.

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

Children form secure emotional attachments with the childminder because she is kind, caring and sensitive to their individual needs. She spends time getting to know children and their families during the settling-in period. As a result, children's transition between home and the provision is supported well, to ensure children feel safe and secure. Children play well in an organised environment where they easily access various resources to support their learning. The childminder teaches children good care practices, such as hand

washing. Consequently, children are confident in handling their own self-care and personal needs.

Children's behaviour is good because socialisation is promoted through activities which encourage turn taking and sharing. In addition, children show how they are learning to form good relationships with their friends, as they hug and kiss each other when they leave the provision. Consequently, children demonstrate how they are learning to positively manage their feelings and behaviour, promoting their personal, social and emotional development. Children understand the importance of exercise and eating a healthy range of food, as they acknowledge that fruit is better for you than chocolate. In addition, they demonstrate how they are learning to keep themselves safe, as they talk about walking to school 'on the safe side of the road'.

The outdoor environment provides opportunities for children to enjoy daily fresh air and take part in a range of activities to promote their physical development. In addition, the childminder takes children to the local park where they learn to take sensible risks, as they play independently on the swings and slide. Children also visit the local library and the coffee shop. This helps to develop their social skills and teaches them to interact with others, so they are ready emotionally for the wider social networks of school.

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

The childminder demonstrates a suitable understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has attended relevant child protection training and knows how to identify and report any possible signs of abuse and neglect at the earliest opportunity to protect children. Safeguarding policies and procedures include the action to be taken in the event of an allegation being made against the childminder. In addition, they include the use of mobile telephones and cameras in the provision to protect children from their misuse. The childminder conducts daily checks on the indoor and outdoor learning environment and reasonable steps are taken to minimise hazards to keep children safe. Regular fire drills are carried out and the childminder has appropriate fire detection control equipment in place, such as fire blankets and smoke detectors. Written policies and procedures are regularly reviewed and shared with parents to help keep children protected.

The childminder has a satisfactory understanding of her role in meeting the learning and development requirements. However, monitoring of the delivery of the educational programmes for all children is not thorough enough, to ensure all aspects of each area of learning are fully covered. Consequently, children's progress is not maximised. Furthermore, this impedes the early identification of children who may require challenge or additional support to meet their needs. The childminder has attended several courses and is committed to her ongoing professional development to benefit children. For example, she has completed the Children and Young People's Workforce Diploma at level 3 and paediatric first aid training.

The childminder has started to reflect on the whole of her provision and through self-evaluation has identified some strengths and weaknesses. However, this process of self-evaluation is not sufficiently focused. As a result, it does not take full account of the views of parents and children to precisely target improvements in teaching and learning. Consequently, opportunities to further progress the quality of the provision are being missed. Partnerships with parents are encouraged by the childminder and make a sound contribution to supporting children's well-being, although, sharing of information about their learning is variable. The childminder has made links with the local primary school and is well-known to the teaching staff. However, information shared does not always contain sufficient detail about children's learning in order to consistently promote good progress.

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	317743
Local authority	Doncaster
Inspection number	819073
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	24/06/2009
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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