

Inspection date

Previous inspection date

28/03/2014

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

- Children flourish in the welcoming and inclusive environment. They settle well, show high levels of confidence and are highly motivated to learn.
- Teaching is very good. The childminder has a secure knowledge and understanding of how children learn and develop. She carefully observes them at play, assesses their skills and interacts effectively to further support their learning.
- Children are protected as robust safeguarding routines and effective risk assessments monitor and maintain their well-being at all times. This supports children to make good progress in their learning and development.
- The childminder demonstrates the motivation and drive to further develop her service. She regularly monitors and evaluates her skills and the progress children make, which supports continuous improvement.

It is not yet outstanding because

- There is scope to enhance the partnerships with other providers that children attend in order to ensure information about children's learning and development is more effectively shared and makes a strong contribution to children's overall learning and development.

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 playroom and dining room.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of parents provided through written feedback.
- The inspector looked at a selection of children's observation and assessment records, the register of attendance and sampled policies and procedures.
- The inspector carried out a joint observation with the childminder.

Inspector

Catherine Mather

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and eight years, in the Maltby area of Rotherham. The whole of the ground floor is used for childminding. There is an enclosed rear garden for outdoor play.

The childminder attends local community groups and visits the library and park on a regular basis. She collects children from the local school and pre-schools. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently seven children on roll, six of whom are in the early years age range. Children attend for a variety of sessions. The childminder 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:

- strengthen partnership working by ensuring there are robust communication links with all the early years settings that children attend, in order to further support children's good learning and development.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She gathers a range of information from parents about their child's interests and abilities before they begin to attend. Alongside the childminder's own initial observations, this shared approach helps to identify children's starting points. Individual development folders are in place for children; these include examples of artwork, observations and assessments which show the progress children make towards the early learning goals. Observations are linked to the prime and specific areas of learning and are used effectively to plan the next steps in children's learning. This ensures that the childminder can quickly identify any gaps in learning and plan accordingly.

The overall quality of teaching is strong, with some aspects moving towards outstanding practice. Children demonstrate the characteristics of effective learning as they think critically and explore ideas during play. There is an effective balance of adult-led and child-initiated activities. As a result, children take part in a broad range of interesting play opportunities indoors and outside, which stimulate and extend all seven areas of learning to a high standard. Children are motivated through the childminder's fun approach as she

shows her own enjoyment and participation in activities. For example, as children play shop in the role-play area, the childminder is invited into their play. Through extremely effective interactions, she sensitively questions them using positional language, such as 'above' and 'below' as they find items on the different shelves. Children count the number of carrots as they place them into the childminder's shopping basket. The childminder supports and extends their learning as they discuss size and weight, and use weighing scales to estimate how much money the peppers will cost. As a result of this active learning, supported by the childminder's good teaching, children's mathematical development is fostered well. Furthermore, a well-organised, child accessible, stimulating and inviting learning environment helps children to acquire the skills and dispositions required for the next stage in their learning. This means that they are well prepared for starting school.

The childminder has a secure understanding of how young children learn and develop and knows children's interests very well. She effectively supports their developing communication and language skills through her good role modelling, valuing and encouraging children's conversations as they play. Books are displayed next to a quiet and cosy den where children can relax on a selection of cushions as they look at books and listen to stories. The childminder uses props, such as puppets to bring the stories alive. As a result, children learn to listen and anticipate what happens next. The childminder also makes the most of spontaneous learning opportunities. For example, as children play with dinosaurs on a wildlife rug they notice footprints. The childminder intuitively sees this as a learning opportunity to discuss different sizes and supports children to match dinosaurs to their footprints, using appropriate explanations for children to understand. Mathematics is used consistently during play. For example, the childminder encourages counting skills as children sort objects into containers.

There is a strong partnership with parents, as the childminder keeps them fully involved in their child's learning, via daily verbal exchanges and daily diaries. She gathers valuable information from parents about their children's learning at home, which helps to meet their individual needs. In addition, the childminder provides parents with written summaries, such as the progress check at age two, and this means that parents gain a more in-depth knowledge about children's achievements.

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

Children are happy and settled in the childminder's home; they are confident and they form good attachments with her family. Children are happy to move around and explore the extensive range of resources, and know that the childminder is close by to support them and join in with their play. Consequently, they are supported well emotionally and physically. Children are developing very good independence skills in their personal care needs. They understand the need for hand washing after visiting the toilet and before snack and meal times. Their independence is further promoted as children help to prepare and organise snacks and pour their own drinks. For example, they use knives to cut their fruit, therefore developing their control in manipulating tools for a purpose. The childminder is a positive role model and provides a calm and caring environment.

Children behave well; they learn to share, take turns and consider the needs of others as they play. For example, they share the paper as they begin to paint and take turns to use the different colours. Children are sensitively supported and are praised for both effort and achievement, therefore their self-esteem is effectively promoted. The childminder talks to the children about safety. This includes why objects should be removed from the floor to prevent tripping hazards and why children should sit properly on chairs. This helps children begin to develop an awareness of safety and means that they have the freedom to move around safely.

Children have access to a wide range of toys and equipment, which they can freely access, therefore supporting their independent choices. They take part in a wealth of indoor and outdoor experiences, such as weekly music and rhyme sessions at the local library, which enhances their physical development. Further trips to places of interest, such as local parks, museums, farms and the wildlife park enable children to enjoy learning in the wider environment; this promotes their growing understanding of the world around them. Children explore and investigate in the childminder's garden where they enjoy tending to flowers, fruit and vegetables. As children harvest these, they learn about planting and growing and the food chain. The childminder has introduced a 'seed growing station' in her garden; resources include trowels, spades, gardening gloves, seed trays, pots, compost and plant labels.

The childminder gathers detailed information about children's health, development and care needs prior to them attending. Therefore, the transition from home into the setting is managed well and children settle quickly. In addition, children accompany older children to school, which helps to familiarise them with another setting. This means that they are well prepared for the next stage in their learning, such as starting primary school.

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

The childminder has a good understanding of both the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children's learning is closely monitored to ensure that all children make good progress and receive any additional support through early intervention where required. The childminder has undertaken safeguarding training and has a thorough understanding of her duty to protect children in her care. She knows what to do should she have any concerns. Comprehensive written policies and procedures are in place. These are reviewed regularly to ensure that all information is accurate and in line with the latest guidelines.

Strong partnerships with parents consistently contribute to meeting children's needs. For example, parents state that 'the childminder immediately put us at ease and we are very impressed with her service'. The childminder has established links with the majority of early years settings that children attend. However, there is scope to enhance these partnerships further, in order to complement the learning that takes place in all settings and support continuity in children's learning.

The childminder monitors her practice effectively. She reflects on what she does well and the impact her teaching has on children's learning and development. This means that the childminder identifies areas for improvement to benefit children. Parents speak highly of the childminder and feel well informed about their children's learning and development. Furthermore, the childminder involves parents in her self-evaluation through gathering regular verbal feedback and asking them to complete written questionnaires. The childminder is committed to her own continuous professional development. She attends regular training to further develop her good knowledge and understanding of child development.

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	EY444129
Local authority	Rotherham
Inspection number	883820
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
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.

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