

## Inspection date

Previous inspection date

04/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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's communication and language is supported through effective teaching that gives children time to respond, learn new words and think things through for themselves. This means that children are developing the ability to think critically.
- The childminder understands her responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, children are kept safe from harm.
- Partnership and communication with parents and other providers is strong. Therefore, children demonstrate that they feel secure as they receive consistency in their care and learning.

### It is not yet good because

- Observations of children's learning are not rigorously assessed in order to monitor where they are in their development so that the childminder can then plan effectively to support continued progress in learning through effective teaching.
- The childminder does not make the most effective use of space to organise resources so that children can use them independently.

## 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 at appropriate times throughout the inspection and observed play, teaching and learning opportunities inside the home.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies and procedures and suitability checks.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

**Inspector**  
Kathy Kilner

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bessacarr, near Doncaster. The whole of the ground floor and the garden are used for childminding. The family has a cat as a pet. The childminder walks and drives to local schools to take and to collect children. There are currently 11 children on roll, two of whom are in the early years age group and they attend for a variety of sessions. She operates all year round from 7.15am to 6.00pm, 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:

- implement a robust system of assessment in order to clearly identify children's achievements and the next steps for their learning and use this to plan and provide well-targeted activities and experiences that are tailored to individual children's needs and promote their good progress across all areas of learning.

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

- review the organisation of space and storage of resources so that children can make informed choices about their play and develop their independence.

## Inspection judgements

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

The childminder has an intuitive understanding of how children learn through play and offers suitable support with learning. Information gathered from parents about the interests of their child and their individual needs aid a smooth introduction to her home. Relationships with parents and school are effective as the childminder actively involves parents in children's experiences with her. She also meets with the schools to ensure that there are systems in place to support children. This assists children's moves between home and school and supports continuity of learning. The childminder completes observations of children's learning and provides a range of play activities that reflect the seven areas of learning and give a suitable picture of a child's progress. However, while she supports, engages and to some extent challenges learning, her satisfactory rather than good level of understanding means that the childminder does not effectively monitor children's achievements in order to continue to support progress in learning through

effective teaching.

The childminder provides learning opportunities across all seven areas as she plays alongside the children. Communication is fostered by modelling language as children play and by asking open questions that encourage critical thinking. Children choose the weather symbols that represent the weather that day but are less sure of the pictures that depict what clothes you might wear in that weather. The childminder asks, 'do you think we need a tee shirt when it's cold?' Children's understanding is supported by this as they laugh and confidently reply, 'no, we would be too cold'. The childminder questions children effectively to promote mathematical awareness. This teaches children to count and that objects can be put into groups according to their properties. An interest in books is fostered as the childminder suggests to children that they look at a favourite story together. Children rush off to find the book and eagerly bring it to the childminder, saying 'Tank, got tank in.' Literacy is further supported as children have written their names and attached them to the back of 'their' chair. Older children are able to point and sound out each letter while younger children point to their marks where the initial letter is clear and say, 'me write that'. This supports children as they learn that print has meaning and it is preparing them for school.

The childminder understands the purpose of the progress check at age two. Children are supported to learn the skills needed for the move to their next stage in learning as the childminder takes children to and from school each day. Consequently, children become familiar with the new environment.

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

The childminder is responsive to the children's emotional needs and provides a calm, welcoming environment where children are happy and settled. She knows children's individual care needs and makes sure that the routines she follows are familiar through consistent and effective communication with parents. Children demonstrate their security as they readily interact with the childminder, recall shared events and involve her in their play.

Children's behaviour is good because they receive consistent messages. Children are asked to tidy up so there is more room. 'Not my cars' is heard by the childminder. The childminder says, 'you can leave yours in your line but put the others away please'. Consequently, children cooperate because the childminder shows respect for their 'work' but they know they have to tidy away the other resources. The childminder keeps the children safe and teaches them how to keep themselves safe. For example, children are shown toy traffic lights and reminded of road safety. The childminder understands the importance of fresh air and regular exercise to promote children's healthy growth and physical development. Children grow peas to promote their interest in health eating and are enthusiastic about this. Routines incorporate outings to the park and the school run introduce the children to larger groups and different environments. This helps to prepare children for the eventual move on to school.

There is a suitable range of resources and the childminder sets out a variety of learning

opportunities and resources for the children. However, children are not able to make independent choices as to what they would like to play with because not all resources are stored where they can reach them for themselves.

### **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. All adults living on the premises have undergone suitability checks in order to protect children. She is familiar with local child protection procedures that help keep children safe. She completes risk assessments to make sure hazards to children are minimised and ensures children are supervised at all times. All statutory documentation, such as written parental consents, accident and medication record and a daily register are in place, which promotes children's welfare. Suitable policies and procedures help ensure that parents also understand the duty of the childminder to protect children. Consequently, children are kept safe.

The childminder has a satisfactory understanding of the learning and development requirements and a broad overview of the level of development of the children in her care. However, she does not monitor the quality of the educational provision sufficiently well to identify where children's progress is less than good. For example, children make satisfactory progress in their learning through being provided with a suitable range of activities and resources. However, observations of children's learning are not rigorously assessed in order to monitor precisely where they are in their development so that the childminder can plan effectively to support good progress in learning.

The childminder demonstrates an adequate commitment to the continuous improvement of her provision and has plans in place to complete more training to increase her knowledge of the Statutory framework for the Early Years Foundation Stage. She is clear about the importance of sharing information between settings when children attend more than one provision and has developed working relationships with the school. This promotes continuity of care and learning. Partnerships with parents are positive and warm, which ensures that all parties are suitably well-informed and children receive the continuity they need to make satisfactory progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY433987
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	903733
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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