

Inspection date	27/03/2014
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 engage in an interesting range of play experiences, which the childminder makes purposeful through his good knowledge of child development and through effective teaching. Consequently, children are making good progress.
- Children build secure attachments with the childminder and he is sensitive to their individual needs. This ensures that they are happy and settled in the provision.
- The childminder organises his setting effectively to keep children safe and has a good understanding of safeguarding and how to protect children.
- The childminder has good relationships with parents and forges strong links with schools. As a result, of the effective communication continuity in children's learning and care is assured and they are well prepared for their future learning.
- Partnership with his co-childminder is positive, effective and makes a strong contribution to meeting children's needs. As a result, children are enthusiastic, confident and eager to learn.

It is not yet outstanding because

- There is scope to build on the already strong promotion of children's sense of belonging because the childminder does not always consistently reinforce the promotion of positive behaviour management strategies with parents.

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 and outdoor learning activities with the children.
- The inspector held discussions with the childminder and completed a joint observation with the childminder.
- The inspector looked at samples of children's assessment records, the childminder's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers from testimonials.

Inspector

Yvonne Layton

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and two children aged 12 and nine years of age, in a house in High Green, Sheffield in South Yorkshire. The childminder works with his wife who is also a registered childminder and has an assistant. He provides funded early education for two-, three- and four-year-old children. The whole of the ground floor and the rear garden are used for childminding. The family have three rabbits and stick insects as pets. The childminder attends toddler group and undertakes outings on a regular basis. He collects children from the local schools and pre-schools. There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. Hours are flexible, depending on the requests of parents. 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:

- consolidate children's good behaviour, for example, by consistently reinforcing the promotion of positive behaviour management strategies with parents.

Inspection judgements

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

Children's enthusiasm for learning, and the levels at which they succeed, is enhanced by effective opportunities for them to enjoy a wide range of activities and experiences that cover all of the areas of learning. The childminder's interactions and teaching techniques are good and show his good understanding of how to engage and capture children's interests. This helps them to progress well and develop good skills for their future learning, such as moving on to nursery or school. Relationships with parents are effective and make a strong contribution to ensuring children's learning and development needs are met. Daily discussions, children's learning files and daily diaries are used well as a two-way communication tool with parents, which ensures they are fully involved in their children's learning and keeps them well informed of their progress. The childminder and parents hold regular discussions to support and extend children's learning at home. In addition, he provides individual, focused home activities, such as colour matching cards and early writing activities. This maximises parental involvement and children's progress.

The childminder bases his practice on a secure understanding of how to promote the learning and development of young children. He recognises the importance of igniting children's curiosity and enthusiasm for learning. This means that children benefit from a

motivating, stimulating environment. There is a good balance of child-initiated and adult-led activities, and the childminder plans these to support children's individual needs and next steps in their learning. His observations and written assessments, including, the progress check at age two, closely monitor children's progress, making sure they are progressing across all areas of learning. This helps to ensure any areas of concern are promptly addressed with parents so that every child is assisted to meet their full potential. This focused approach enables the childminder to be clear about children's attainment and the next steps they need to take to ensure they are always appropriately challenged. The childminder and his co-childminder work closely together and as a result, children make good progress towards the early learning goals and enjoy their time with them.

Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. They are well supported in developing their communication and language skills. The childminder talks to the children all of the time, asking them appropriate questions and getting them to think and consider things for themselves. He extends children's understanding and vocabulary and listens carefully to them. All children are able to confidently self-select resources and the childminder provides rich opportunities for them to explore and experiment freely. The childminder engages enthusiastically with the children and skilfully includes them in activities in ways that they all understand and learn from. For example, he joins in with a child-initiated activity of building a pirate ship from wooden bricks with character figures, which is decided on and organised completely by the children. During this play the childminder asks the children many thought provoking questions that help them to think about what is taking place. He also uses good open questioning techniques that require a response, for example, 'how are you going to do that?' and 'what is this called?' Rich conversations take place about the different aspects of ships and pirates. The childminder skilfully links conversations into promoting non-violence as the children talk about guns, cannons and battles.

Children learn well about nature and living things as they undertake spontaneous and planned activities. For instance, they are fully involved in the childminder's allotment. They learn to grow plants, fruit and vegetables from the start of the process to harvesting the end result. Children learn about wildlife as they use magnifying glasses to seek out insects in puddles, on outings and in the garden. When walking to school they study spider webs. In addition, their learning is enhanced as they visit a marine life centre and animal farms. Children make good use of information and communication technology from remote or battery operated toys to cameras. This is a stimulating learning environment, which has plenty of resources that promote print and enable all children to enjoy words and stories and experiment freely with mark making to develop their emerging writing. This is extended for older children as they complete focused numeracy and literacy activities, for example, dot-to-dot and letter formation charts. This means that they are well prepared for entry into school. Children have a wide opportunity to experiment and express themselves in art and craft and imaginative play. The resources are widely used to extend and enhance children's free expression and progress in all of the areas of learning. Children's awareness and understanding of the wider world is promoted well. This includes learning about the community as they take photographs of places and things in the local area and use them in a display.

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

Children settle quickly and are happy and enthusiastic learners. They quickly build secure attachments and trusting relationships with the childminder. This supports children's well-being effectively and promotes smooth transitions for children from home into the childminder's care. The childminder works closely with parents to support children's care needs effectively. Children and their families form close bonds with the childminder and his co-childminder. This is enhanced as they work closely together to meet individual children's learning and care needs. In addition, this is extended by an effective, individualised, key person system.

Children benefit from enthusiastic interaction with him and learn from his positive role modelling. He uses appropriate language, shows kindness and respect to children. He gives them choices and waits for them to make decisions. This gives children the confidence to independently explore their environment and therefore, extend their own learning. In addition, children's self-esteem is promoted as a 'Star of the Week' picture is displayed on the parents' board. The childminder provides clear and consistent messages about his expectations for children's behaviour. Children behave well in the setting because the childminder uses praise and encouragement. Good social skills are promoted, for example, good manners, sitting at the table for meals and snacks and caring and respecting each other. There is scope to enhance this further as the childminder does not always consolidate children's good behaviour and socialisation as he, on occasion, is less robust in reinforcing the sharing of positive behaviour management strategies with parents. The childminder knows the children well. He values their backgrounds and encourages them to value each other and celebrate their differences. Activities incorporate a range of religious and cultural festivals. The childminder, also ensures that activities are differentiated for the age and stage of each child, so that they are all able to join in and receive a good level of challenge.

The childminder provides strong routines and activities so that children learn about self-care and safety. They respond to robust hygiene routines. For instance, they wash their hands after interacting with animals. Children learn about food as they visit the shop and allotment. They understand where food comes from as they prepare and eat the fruit and vegetables they have grown. Physical skills and exploration are well promoted, as children have wide opportunities to extend their skills and undertake exercise. For example, they visit a water fountain park, local parks and the seaside. Children learn to take risks safely as they use large adventure equipment away from the home.

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

The childminder manages his service efficiently. He fully understands his responsibilities with regards to child protection and is clear regarding child protection procedures and what to do if he has a concern. He has completed safeguarding training. Therefore, children's welfare is promoted well. The childminder understands his role and responsibilities, which results in children's health, safety and learning being effectively promoted. All required household and staff members are suitably vetted, and the

childminder monitors who has access to the children. The childminder conducts regular risk assessments on all areas used by children, including outings, to ensure potential hazards are identified and minimised. For example, robust road safety procedures are further enhanced as the children wear high visibility vests when walking. The childminder has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and is well maintained. In addition, effective policies and procedures which make sure that the childminder, his co-childminder and assistant are very clear about their role and responsibility, including, their individual responsibility for their own behaviour and actions. The childminder emphasises he never uses or would use inappropriate language with, to or in front of the children or with parents. He interacts warmly and appropriately with the children. When he diverts children from unacceptable behaviour or when they become too robust he is calm and uses appropriate language with them. This results in children benefitting from good teaching and learning experiences as the childminder is knowledgeable about positive behaviour management and positive interactions.

The childminder tracks and monitors children's progress effectively, ensuring all children achieve well within all areas of learning. The childminder ensures that his practice is fully inclusive to support the needs of children who attend the setting. The childminder and co-childminder demonstrate a passion and high commitment to provide the best possible care and learning opportunities for children and support for the families who attend their setting. They have high expectations of themselves. The childminder has completed all required, and additional, training courses. He and his co-childminder continually monitor and evaluate the whole provision, including the educational programmes through a clear process of self-evaluation. The childminder obtains feedback from parents from discussions and a suggestion box. Children's opinions are actively sought. He uses the information they provide to drive forward continuous improvements. The childminder has completed the recommendation raised at the previous inspection. He also sets clear targets to ensure children continually benefit from good standards. This means children thrive and their learning and development is effectively enhanced.

The childminder has developed excellent relationships with parents. He ensures that they are kept well-informed about their child's care and activities that they have participated in. Parents are provided with a wealth of information. This is presented through discussion, written information and by text. This includes daily diaries, a parent noticeboard and photographs of their children during activities. Parents speak highly of the childminder, his co-childminder and the service they provide. One states 'My child runs into the childminder's house every morning smiling, they talk about them at home and at the weekends'. Another states, 'My child has developed dramatically since he has been in their care with regards his speech, manners, social skills, developmental skills, education. I find them professional at the same time very caring and friendly, reassuring and informative and my child is a busy little boy'. The childminder has effective links and works closely with other providers, in particular schools. There is a two-way sharing of information and activities to meet children's care, learning and development needs. Therefore, children are provided with a strong foundation for their continued learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY279773
Local authority	Sheffield
Inspection number	956139
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	17/06/2010
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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