

Inspection date

28/02/2014

Previous inspection date

04/09/2013

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 can freely access a suitable range of resources and this means they can follow their interests and preferences for learning.
- Children enjoy outdoor play in all weathers and this means they learn how to risk assess for themselves while learning how exercise supports their overall health and well-being.
- Monitoring and assessment of children's progress is consistent and detailed enough to provide an accurate picture of children's emerging skills. This means any areas where children are not meeting the expected targets for their age are quickly identified.

It is not yet good because

- The childminder's knowledge of the seven areas of learning is not yet secure enough to ensure planned educational programmes include a broad range of experiences that fully promote children's best progress across all areas of learning.
- The childminder failed to notify Ofsted within the required time frame of a person aged 16 years or older living on the premises. As a result, a Disclosure and Barring Service check has not been obtained for that person. This means she is not meeting the legal requirements of the Early Years Register.
- The childminder's plan for improvement is not robust. This means she does not take swift action to ensure she is meeting all of the legal requirements and as a result, she cannot guarantee that children are kept safe at all times.

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 in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of adults living in the home and discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

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, one adult child and four children aged 14, ten, eight and six years in the Sprotbrough area of Doncaster. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs, one rabbit and five cats as pets. The childminder attends a playgroup and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and 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. 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:

- develop knowledge and understanding of the timescales within which to notify Ofsted of changes, such as individuals living in the household reaching the age of 16 years.

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

- continue to develop her knowledge and understanding of the seven areas of learning so that she can plan a broad range of interesting and challenging educational programmes that help children to make best progress across all areas
- improve self-evaluation to ensure any strengths and weaknesses of the provision are accurately identified and develop focused action plans to make sure prompt action is taken to address areas for improvement.

Inspection judgements

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

In general, the childminder has a sound understanding of the learning and development requirements. Records kept of children's learning show examples of their work and photographs of activities they have enjoyed while in her care. Observations made of children's learning show their achievements, such as beginning to recognise shapes and early letter formation. The childminder makes good use of current guidance documents to

assess their progress and her observations are used to identify children's next steps in learning. Charts that track their development show that children are making steady progress in their learning. Although the childminder's knowledge of the seven areas of learning is not yet embedded and this means planning does not yet have depth and breadth across all areas, the childminder does use her observations to inform planning. As a result, her planning focuses on particular areas where children are not meeting the milestones for their age and this helps them to make good progress in those areas, such as beginning to recognise colours. Children are engaged well and interactions between the childminder and children are good. Conversations during their play help them to make good progress in their development of language. By using open-ended questioning, the childminder promotes their understanding of early mathematics and supports them in developing critical thinking skills. For example, they explore measure while playing with water and they question why the water might overflow as they fill their containers. As a result, they are developing the skills they will need when they move on to the next stage in their learning, such as school.

Starting points are obtained from parents when children enter the childminder's care. This means she can plan activities that take into account the skills they have already attained. Through her observations she records their interests and provides them with a suitable range of resources that capture their interests and promote their play. They are engaged in age-appropriate activities, such as using construction materials that help them to solve problems and develop control over small tools and equipment during craft activities. As a result, by freely accessing resources they can follow their interests and preferences for learning. The childminder attends local playgroups and the activities provided extend children's learning opportunities. For example, they develop their knowledge and understanding of the world by looking at and talking about different animals during a visit from the pet shop. Children also participate in trips to local places of interest. By doing so they develop their knowledge and understanding of the community they live in.

The childminder successfully promotes the development of relationships with parents. The observations and assessments she completes are shared with them and they are involved in identifying children's next steps in learning. She shares activities children have enjoyed and discusses their emerging interests. This means continuity in children's learning is promoted at home because parents are knowledgeable about the next steps that have been set for their children. Information about children's learning is detailed enough to ensure accurate information is shared with the local schools and other early years providers. This helps to make sure children enjoy continuity and have suitable levels of support in their learning when they move on to school. The childminder attends the local children's centre and as a result, she has developed partnerships with other professionals from whom she can seek support for children who have special educational needs and/or disabilities. This means early intervention can be sought to ensure they are fully supported in meeting the expected milestones set for them. The childminder understands her responsibility for completing the required progress check at age two.

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

The childminder provides a lively, welcoming environment for the children she cares for. Strong relationships with parents ensure detailed information about children's care needs is shared. Children show that they are happy and secure as they move around the setting. However, this gives them a false sense of security because the childminder failed to notify Ofsted about changes to the household members. Children demonstrate secure attachments with the childminder that promote their well-being and also strong relationships with their peers. She understands their need for emotional support during periods of change, and the short settling-in sessions they enjoy with their parents help to smooth transition, providing some continuity in their care. Parents comment that she is sympathetic to their individual needs and is very supportive if 'they have a wobble'. The support children receive to get them ready for transition is good and this means they are emotionally well-prepared for school. Everyday routines, such as hanging their coats up and eating together at mealtimes mirror those they will experience in school. The childminder takes them with her to collect older children and this helps to familiarise them with school routines. They also become acquainted with the teachers, so when the time comes for them to move on to school they are welcomed by a well-known adult.

Children's safety and well-being is promoted well during play and everyday routines, without limiting their independent explorations. They participate in a variety of trips off the premises and this extends their learning into the wider, natural environment. They are encouraged to risk assess for themselves. For example, they learn how to cross the road safely, they observe safety rules during visits to places of interest and they are encouraged to consider hazards during their play. As a result, they are learning how to keep themselves safe. The childminder demonstrates clear expectations for children's behaviour, including her own children. Parents describe her as 'fair minded' when she resolves disagreements and this ensures children receive clear and consistent messages. They are developing a robust understanding of right and wrong and as a result, children's behaviour is very good.

Children enjoy outdoor play everyday in a range of environments. Parents comment that this is a strength of the childminder's provision. They learn about growth and change by growing their own fruit and vegetables and they learn about the world around them during trips to local places of interest. Trips to local parks and daily walks with the childminder's dogs extend their learning opportunities into the natural environment, where they enjoy large spaces to test their skills and try new challenges. For example, they enjoy constructing on a very large scale with the hay bales in the nearby field. The childminder has a wide range of resources to promote children's independent play in the outdoor area, such as balls for throwing and catching and ride-on toys. This means children can make independent choices about their play while developing their physical skills. The childminder takes children to playgroups where they are developing secure peer relationships as they learn to socialise in larger social groups. Simple, age-appropriate explanations help them to understand the needs of others and this is helping to prepare them for the larger school environment. The childminder provides balanced, nutritious meals that take into account children's individual dietary needs and they can choose from a wide range of healthy snacks. This helps children to make informed choices about the food they eat. They learn to dress themselves and develop independence in using the toilet. Robust hand washing routines are embedded and as a result, children develop their self-care skills so that they

can attend to their own personal care needs when they move onto school.

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

The childminder has completed basic safeguarding training to develop her awareness of safeguarding issues. She is secure in her knowledge of the procedures to follow should she have concerns about a child and she demonstrates a thorough understanding of how to identify the signs and symptoms of abuse. This means, in general, children are protected. The childminder informs parents about the use of mobile phones and cameras in the setting and this contributes to upholding children's safety. The premises are checked daily to ensure they are safe for children to use and the childminder completes suitable risk assessments for outings. The identification of visitors is checked. Children's attendance, including when they arrive and leave, is recorded and this means ratios are maintained. The childminder holds a current first-aid certificate, which means she can give appropriate treatment if there is an accident to a child in her care.

The childminder has a suitable understanding of any incidents or changes that must be reported to Ofsted. However, she does not give sufficient regard to the legal requirements to ensure she is meeting them at all times. She failed to notify Ofsted within the required time frame that a person living in her home had reached the age of 16. As a result, a Disclosure and Barring Service check has not been obtained for them. This means she is not meeting the legal requirements of the Early years Foundation Stage with regard to safeguarding and welfare and as a result, cannot guarantee that children are kept safe at all times.

The childminder is beginning to use self-evaluation to identify her strengths and weaknesses, although this is not yet robust enough to ensure swift action is taken to address all areas for improvement. She has developed a plan of action to improve her skills and is currently undertaking a level 3 qualification to improve her knowledge. This is developing her understanding of how to promote children's learning. She has taken suitable action to address previously identified areas for improvement, such as increasing her understanding of the Early Years Foundation Stage and this means her service is improving to benefit the children who attend. She has good partnerships in place with parents. Information is shared with them about their children's learning and this keeps them well-informed about their children's progress. She shares policies and procedures with them and this means they are knowledgeable about the service she provides. She has secure partnerships in place with other professionals and as a result, she knows where to seek support for children who might not be meeting the expected milestones for their age. As a result, children in the childminder's care are making steady progress towards the early learning goals.

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	EY437148
Local authority	Doncaster
Inspection number	956151
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	04/09/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

