

Inspection date	20/05/2014
Previous inspection date	06/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder's safeguarding procedures are robust. This ensures that children's welfare is protected and children are kept safe from harm.
- Teaching is good and children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- Children feel safe and secure in the care of the childminder and thrive as a result of her warm and affectionate approach. This enhances their emotional well-being.
- The childminder has developed secure relationships with parents. This means that parents are well-informed of their children's progress and of how they can contribute to their learning.

It is not yet outstanding because

- The organisation of toys and resources does not fully support younger children to make independent choices and decisions about their play.

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 children's play both indoors and outdoors, including adult-led and child-initiated activities.
- The inspector looked at children's records, evidence of the suitability of adults living in the setting, safeguarding procedures and a variety of other documentation.
- The inspector viewed a sample of children's development records.
- The inspector took account of the views of parents' included in written testimonials provided by the childminder.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 2002. She lives with her husband and their two adult children and one child aged 14 years in the Chapeltown area of Sheffield. The childminder's grandson aged 10 months also lives at the premises. The whole of the ground floor is used for childminding purposes, with access to the first floor for use of the upstairs bathroom. There is an enclosed garden available for outside play activities and the childminder lives within walking distance of local parks, shops and schools. The childminder is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The childminder is able to take and collect children from local schools and pre-schools. There are currently eight children on roll, of whom three are in the early years age range and attend for a variety of sessions. The childminder operates from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance younger children's independence, for example, by reviewing the organisation of resources in the playroom, to enable children to make more independent choices to support and extend their play and learning.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development and they are acquiring the skills necessary to be ready for school. The childminder is actively involved in children's play. She interacts well with them. She explains questions and encourages them to explore, have a go and try new things. This effective teaching encourages children to be active learners. For example, during story time the childminder introduces children to a selection of books to stimulate children's interests and imagination. The childminder consistently asks open questions to help children to think and make connections in their learning. She extends the activity by introducing books written in the French language to support children's understanding of the world. Throughout the activity the childminder praises children's achievements. She uses noticeable body language, such as, smiles, shrugs and giggles to demonstrate her pleasure and encourage children to explore even further. This type of interaction demonstrates the good quality of teaching provided by the childminder, which is effective and ensures that children's individual interests and preferences are catered for.

The childminder's observation, assessment and planning systems are comprehensive. These ensure that children's progress is monitored to a high standard and enable her to carry out purposeful planning so that children are challenged appropriately, in accordance with their ages and stages of development. She undertakes meaningful observations and uses these effectively to identify children's next steps in learning. Detailed progress records reflect that the childminder evaluates children's progress thoroughly and tracks their progress well. This means she quickly identifies if children require any further support to enable them to reach their full potential. School readiness is supported by a consistent emphasis on learning about letter sounds, numbers, colours and shapes. Counting happens regularly and helps to consolidate children's early mathematical development and understanding.

Partnerships with parents are well-promoted because the childminder actively encourages them to be involved in their child's learning. A wide range of information is gathered from parents at children's settling-in visits, which enables them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis using a daily journal for each child. Parents are supported in extending children's learning at home. The childminder is fully aware of the need to complete the progress check for children between the ages of two and three and to provide parents with a written summary of their progress in the prime areas of learning. Parents are very complimentary about the childminder and the positive effect she has had on their child's good progress.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. All children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Information is gathered from parents about their child's needs before they start, for example, the childminder requests information about what their child is interested in and their sleeping and eating routines. Settling-in arrangements are tailored to meet the requirements of each individual child and their family. The childminder is a good role model who provides clear and consistent guidance for children's behaviour. She teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. As a result, children's behaviour is very good. The childminder gives children lots of effective praise and encouragement. This builds their self-esteem and prepares them well for their future move on to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. Activities are planned that help children learn about safety and potential dangers. Fire drills are carried out on a regular basis so that children know what to do in an emergency situation.

Children are developing a good understanding of the importance of living a healthy lifestyle. At mealtimes, the childminder asks children what they would like to eat, giving them a choice of several options. Children are encouraged to help prepare their meal and to feed themselves. During this time the childminder takes the opportunity to chat to children about the food they are eating. Children increase their understanding about

health and hygiene through established daily routines. For example, they learn to wash their hands after playing outdoors and prior to preparing and eating food. Children use the outdoor environment throughout the year to enjoy sand and water play and to be very active on ride-on toys. This means children learn that outdoor play is not just an activity for fair weather and as a result, they benefit from lots of fresh air. Children delight in being outside and relish in the added dimension the freedom and space give to their play.

There is a wide range of toys and equipment, which provides good levels of challenge and interest to support children's learning in the seven areas. There is a good selection of toys and equipment, which allows easy access to promote children's choice. However, while this is good for older children, there is scope to extend access to toys further for younger children to better support their independence and help them make decisions about their play.

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

Children are well-protected and are kept safe from harm due to the childminder's secure knowledge of safeguarding and child protection practice. She has a good awareness of the possible signs of abuse and the procedures to follow should she have concerns about children in her care. The safeguarding policy is accessible to parents, so that they understand her role in protecting children from harm. Thorough risk assessments for the home and outings in the community help to keep children safe from potential dangers.

The childminder demonstrates a secure understanding of the areas of learning and makes sure that the educational programmes she provides reflect children's needs and interests. There is a broad programme of activities offered, including craft activities and baking, which children enjoy and which supports them in making good progress. Clear assessments are completed, which means that the childminder knows where each child is in their development and where they need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning pathways. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all children. The childminder is committed to continuous professional development and has attended several sessions of training. This has further improved her knowledge of children's learning and development since her last inspection. The childminder has completed comprehensive self-evaluation and is consistently looking at ways to improve. Her robust, reflective practice supports the creation of a comprehensive action plan that clearly identifies what will develop her setting further.

The childminder has good relationships with parents. She regularly shares with them their child's achievements and progress. For example, they have daily access to their children's learning journals and the childminder encourages parents to be part of the service she provides. They let her know verbally and through written testimonials how happy and pleased they are with their children's progress since being with her. The childminder demonstrates a good understanding of the importance of working with other

professionals, in order to ensure that children receive appropriate support tailored to their individual needs.

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	EY102643
Local authority	Sheffield
Inspection number	870724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	06/11/2008
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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