

Inspection date

02/06/2014

Previous inspection date

30/04/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- The childminder's safeguarding procedures are sufficient. This ensures that children's welfare is protected and they are kept safe from harm.
- Children feel safe and secure in the care of the childminder and thrive as a result of her warm affectionate approach. This enhances their emotional well-being.
- Children behave well in the setting because there are clear boundaries in place which they are able to follow.

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 plan effectively to support continued progress in their learning through effective teaching.
- The childminder does not closely monitor how well she is promoting educational programmes or how children are progressing towards the early learning goals. This does not ensure children are supported to make the best possible progress.
- There is scope to improve the outdoor environment so that children can learn about growth and changes over time, for example, through helping to grow fruit, vegetables and plants.
- 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 the 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 the children's development records.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. She lives in the Hillsborough area of Sheffield. The whole ground floor of the home is used for childminding, with toilet facilities on the first floor. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. There are currently eight children on roll, of whom four are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

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
- improve systems to monitor the delivery of educational programmes and children's development, to ensure all aspects of each area of learning are fully covered and to obtain an accurate assessment of each child's skills, abilities and progress.

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

- improve the outdoor provision to inspire children in their investigation and exploration of the natural environment, for example, by providing opportunities for them to grow and tend fruit, vegetables and plants
- 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 provision for children's learning and development requires some improvement to ensure that the quality of teaching is good. Initial assessments are carried out using information from parents about what their child already knows and can do. This helps the

childminder to ensure that play opportunities are appropriate and based on children's development needs, relative to their starting points. Observations of the children during activities are recorded in their learning journals, which parents are able to view and read. This ensures they are involved in their child's progress and development. Currently, the childminder carries out assessments of the children, but does not effectively use this information to help her when planning activities for the next steps in their learning. As a result, her assessment of children's abilities is not used with full effect to plan consistently challenging activities tailored to children's individual learning needs across all areas of learning. This has some impact on the progress that children are able to make.

The childminder is actively involved in children's play. She interacts well with them and she explains, questions and encourages them to explore, have a go and try new things. This supports children's self-esteem and confidence. For example, during an activity to stimulate the children's interests and imagination about butterflies, the childminder asks open questions to help the children think and make connections in their learning. She praises children's achievements and uses noticeable body language, such as smiles, shrugs and giggles, to demonstrate her pleasure. As a result, children have the confidence to explore further and try new things. Throughout the activity, older children engage in conversation, prompted by the childminder, who encourages them to describe what they are drawing and what colours and shapes they are using. She encourages the younger children to repeat words and copies their sounds. Consequently, children develop their language and communication skills. Through a range of craft activities, children of all ages are encouraged to use their imagination and be creative. This means that the children are motivated to learn. School readiness is supported by a suitable emphasis on learning about letters, numbers, colours and shapes.

Children's ongoing progress and development is appropriately shared with parents on a daily basis using a journal for each child. This supports parents in extending children's learning at home. The childminder is fully aware of the need to complete the progress check at age two and to provide parents with a written summary of their children's 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 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 verbally 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 the 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 the children know what to do in an emergency situation.

Children are developing a satisfactory understanding of the importance of living a healthy lifestyle. At mealtimes, while the childminder gives the children meals provided by their parents, children are encouraged to help prepare their meal and to feed themselves. During this time, the childminder takes the opportunity to chat to them 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 they are very active on the enclosed trampoline. 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. However, there is scope to improve the outdoor space so that children can learn about growth and changes over time, for example, through helping to grow vegetables, fruit and plants.

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 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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of the potential signs of abuse and neglect and she understands the procedures for reporting concerns. She completes risk assessments to make sure hazards are minimised, and ensures children are appropriately supervised at all times. All statutory documentation, such as written parental consents 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 demonstrates a reasonable understanding of the Early Years Foundation Stage learning and development requirements. She has satisfactory knowledge of the areas of learning. However, she does not effectively monitor the quality of the educational programmes and the children's development to identify the progress children are making in their learning.

The childminder shows an adequate commitment to the continuous improvement of her provision. She has attended several sessions of training so that she can further improve her knowledge of children's learning and development. She also demonstrates reasonable use of self-evaluation to help her identify strengths and any areas to improve. Since her last inspection, she has developed a system to record accidents, medication and incidents. She also has developed her risk assessments so that they are carried out regularly and

reviewed if an incident occurs. The childminder demonstrates an appropriate understanding of the importance of working with other professionals in order to ensure that children receive appropriate support tailored to their individual needs. A reasonable partnership is in place with parents to help support children's overall development. The childminder responds sensitively to children's individual needs and takes on board parents' wishes.

The Childcare Register

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| 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 | 300055 |
| Local authority | Sheffield |
| Inspection number | 887876 |
| 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 | 30/04/2009 |
| 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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