

Inspection date

Previous inspection date

06/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has a good understanding of the safeguarding and welfare requirements, which are supported by policies and procedures. These help to ensure that children are protected from harm.
- The quality of teaching is good and stems from accurate assessment of children's learning and progress. Activities are well planned and provide challenge to children. As a result, children are making good progress given their starting points and capabilities.
- 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

- Opportunities for children to enhance their communication and language skills are not fully developed, as the childminder does not always use open-ended questions when appropriate.
- The current arrangements for snack times do not provide children with sufficient opportunities to be independent.

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, 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 the parents spoken to on the day of the inspection.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 2012. She lives with her husband and their two children, aged nine years and seven years in the Millhouse Green area of Sheffield. The whole of the ground floor of the house is used for childminding. 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 five 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. The childminder is a member of the Professional Association for Childcare and Early Years and holds an Early Years Professional Status qualification. The childminder works with an assistant.

What the setting needs to do to improve further

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

- enhance opportunities for children to extend their communication and language development by asking more open questions during activities
- review the snack time procedures to provide children with more opportunities to practise their independence and self-care skills, for example, by encouraging them to prepare their own food and serve their own drinks.

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 the 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 and encourages them to explore, have a go and try new things. This purposeful teaching encourages children to be active learners. For example, the childminder introduces the children to a selection of books and a variety of puppet resources during story time, to stimulate the children's interests and imagination. The childminder supports the children to choose which resources they want to play with, therefore, promoting children's confidence in exploring and making choices. However, the childminder misses some opportunities to enhance the activity further by asking open questions, in order to extend the development of the children's communication and language skills.

The quality of teaching is good and stems from accurate assessment of children's learning and progress. Children have an individual planning record that details their starting points, ongoing progress and next steps. This means that the childminder plans activities that enhance children's learning. Effective planning is carried out and is linked to the characteristics of effective learning through a tracker system, based upon the seven areas of learning. School readiness is supported by a consistent emphasis on learning about letters, numbers, colours and shapes.

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 the 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 as the childminder makes suggestions on what parents can focus on at home to support their child's learning further. The childminder is fully aware of the need to complete the progress check between the age of two and three years and to provide parents with a written summary of their progress against 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, what their children are 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 the children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives them lots of effective praise and encouragement. This builds their self-esteem and prepares them well for their future transition to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, the childminder reminds the children to tidy up the toys otherwise, they may fall and hurt themselves. Children's behaviour is very good and they are learning to share toys, alongside the childminder's sensitive interventions.

Children are developing a good understanding of the importance of living a healthy lifestyle. At snack time the childminder asks the children what they would like for a snack, giving them a choice of several fruits. Children are encouraged to feed themselves. During this time the childminder takes the opportunity to chat to the children about the food they are eating. However, children do not get the opportunity to help prepare their snack or pour their own drinks. This means there are missed opportunities to promote children's independence further.

Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands prior to eating food and after using the toilet. Children play outside everyday in the secure garden, which has a wide range of toys to support the development of their small and large muscles. For example, they learn how to control their bodies when using equipment such as bats, balls and ride on toys. There is a flower growing patch for children to grow their own flowers from seed, which encourages their imaginations and understanding of the world. This is further supported as the childminder takes the children on outings to visit the playgroup and enjoy activities at the local park and school. These experiences help children gain good social skills and they develop the confidence they will need when moving on to other settings or school in the future.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of Early Years Foundation Stage. Her knowledge of child protection issues is secure because she has attended safeguarding training. She is fully aware of the potential signs of abuse and neglect, and she understands the procedures for reporting concerns. She ensures that all adults living and working on the premises complete relevant suitability checks to help ensure that they are suitable to have contact with children. In addition, she has effective procedures and risk assessments in place to help ensure she keeps children safe on outings or at home.

The childminder is well qualified. This has a positive impact on her knowledge and understanding of the Early Years Foundation Stage. She 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 music sessions, which the children enjoy. This 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 is committed to continuous professional development and has attended several sessions of training so that she can further improve her already good knowledge of children's learning and development. The childminder has completed a comprehensive self-evaluation and is consistently looking at ways to improve. Her robust reflective practice supports the creation of a well-informed action plan that clearly identifies what will develop her setting further. The childminder works closely with her assistant. She completes regular supervisions and peer observations and she ensures her assistant has a secure understanding of the policies and procedures of her setting. This ensures there is a collaborative and consistent approach to children's care and learning.

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 by holding regular meetings with them to discuss their child's progress. 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	EY447764
Local authority	Barnsley
Inspection number	901033
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
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

