

Inspection date	10/06/2014
Previous inspection date	18/03/2009

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 provides a variety of fun activities which she uses to effectively build on children's interests and capabilities. This helps to encourage and support their learning and development.
- The childminder's assessments of children are exemplary. The thorough observations she completes enables her to monitor children's learning and development effectively to promote good progress.
- Children learn through play in a safe and secure environment. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- The childminder uses settling in visits and discussions with parents to build up relationships with children and to gather information about their individual needs and starting points.

It is not yet outstanding because

- Although the childminder discussed children's progress with their parents, there are fewer opportunities for parents to contribute to their children's development records by continually sharing what the children are achieving at home.
- There is scope to enhance the resources in the outdoor environment to provide a stimulating area for the very young children.

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 activities .
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the childminder's policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding the childminder's suitability and qualifications for working with children.

Inspector

Susan Wilcockson

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged 13 years in a house in Sheffield. The whole of the ground floor, the bathroom and rear bedroom on the first floor and the rear garden, are used for childminding. The family has a dog. The childminder attends local playgroups and activities at the local library. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 15 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. The childminder supports children who speak English as an additional language. She is a member of 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:

- extend the methods of encouraging parents to be more actively involved in their child's learning and development by asking them to continually share details of what their child achieves at home
- enhance the resources in the outdoor environment to provide a stimulating area for younger children that enables them to explore the natural world.

Inspection judgements

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

The childminder demonstrates a good understanding of how children learn and develop. Teaching is good, as the childminder has suitably underpinned her knowledge and understanding of the areas of learning, and the levels children are likely to reach at different ages. She provides a broad range of activities and experiences that promote children's development across all areas of learning. The childminder works closely with parents from the outset and has a secure knowledge of individual children's interests and development. This enables her to provide activities that support their interests, enabling them to become engaged and motivated learners.

Children's language and communication is supported well as the childminder engages in purposeful conversation with the children throughout their play. She talks to them about

what they are doing, modelling words appropriate to the activity. This supports children with their emerging language acquisition as well as helping them to make connections in their learning. For example, children begin to construct using blocks to build a tower. The activity supports children's understanding of mathematical language as they count the blocks. The childminder continually praises children, which helps to build their self-esteem and confidence when attempting new skills. A child proudly displays their construction for 'daddy to see later'. Children develop physical skills through a range of activities and resources that develop both their small and large muscle movements. The childminder has created a singing bag, which enables children to choose their favourite rhymes and songs by making connections. For example, a young child chooses the crocodile saying 'snap snap' as she joins with the childminder to sing 'row row row your boat'. Children dance to music, using flashing torches to create a 'disco'. The outdoor environment supports children with a range of equipment that enables them to climb, slide and pedal. They access a range of creative materials and enjoy large scale painting and exploring textures through sand and water. Children learn about the natural world through growing their own fruit and vegetables. Children become aware of the community they live in through walks to the park and outings. The childminder also arranges activities with other childminder's and local playgroups that supports children's social skills and helps to prepare them for later transitions to school.

The childminder's assessments of the children she cares for are exemplary. She records children's achievements and the progress they make within the early years foundation stage. Children's next steps in learning are clearly identified which helps to ensure that they are constantly supported to make good progress in readiness for school. The childminder shares ongoing information through verbal discussions and a daily communication book. This ensures parents are kept fully informed about children's activities and achievements while they are in her care. She completes summaries bi-annually, which parents are encouraged to comment on. For example, parents note they are very happy with the progress their children have made whilst being with the childminder. However, there are fewer opportunities for parents to continually contribute to their children's development records by sharing what their children are achieving at home. The childminder has systems in place to complete the progress check for children aged between two and three years, and has a good understanding of working with parents and other agencies to fully support children to reach their full potential.

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

Children are cared for in a homely and welcoming environment. The childminder is kind and caring and establishes positive relationships with children, which helps them feel secure. Parents are invited to settling-in sessions and the childminder gathers information about each child's family and their background. For example, information is obtained about children's care needs and routines. This promotes continuity in the children's care and supports their continual well-being.

The childminder acts as a positive role model, promoting children's good behaviour and manners. There are clear house rules for children which the childminder reinforces, for example, children learn to share and take turns. They are very responsive to praise and

encouragement and as a result, they have high self-esteem. The childminder supports children's awareness of potential risk, for example, by reminding a young child to be careful when climbing onto a low chair. She ensures that the environment is safe and secure. She has carried out a thorough risk assessment of her premises and has provided safety measures, such as, stair gates and locks. Children develop an appreciation of healthy lifestyles. They enjoy healthy meals and develop good self-care skills as they are encouraged to feed themselves with appropriate cutlery. The childminder works with parents to promote a menu that reflects children's individual cultures.

The childminder provides a range of age appropriate resources that support children's all round development. Children freely access these resources, both indoors and outside, and demonstrate they are confident, motivated and active learners in this environment. They have opportunities to be physically active or to sit and rest quietly. However, there is scope to enhance the resources in the outdoor environment to provide a stimulating area for the very young children that enables them to explore the natural world through sensory experiences. The childminder makes good use of local parks and walks in the community to extend the options for physical play so that children benefit from fresh air. Children become familiar with the wider community as the childminder visits local community groups and schools. These trips help to prepare children for their move to other settings and to school.

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

The childminder demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and indicators that may highlight to her a concern. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. Her home is safe and secure and risk assessments are conducted for all areas and include outings. All adults in the household have had their suitability checked. As a result, children are kept safe from harm. The childminder has in place policies and required documentation demonstrating her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are protected in the event of an accident or during an emergency evacuation as the childminder has a current paediatric first-aid certificate and practises fire safety procedures with the children. As a result, children are cared for safely and their well-being supported well.

The childminder has a very good overview of the educational programmes and experiences required to help children progress towards the early learning goals. She is currently undertaking a level 3 qualification in childcare and attends training to update her knowledge. Since the last inspection, the childminder has effectively met all recommendations. For example, the childminder has evaluated her practice and reflected on the improvements made and areas for development. The childminder has had meetings with her local authority improvement officer and carried out quality audits. For example, she has completed an environmental rating of her provision and considered further targets for improvement. This demonstrates the childminder's positive approach to continuous

improvement that benefits the children in her care. The childminder has established very good links with parents. She involves them in her self-evaluation through regular questionnaires, enabling her to ensure she is meeting both their needs and those of their children. All parents are complimentary about the care and learning experiences their children receive.

The childminder has implemented procedures that promote positive partnerships with parents, which supports continuity in children's learning and development. Parents receive daily feedback of their children's care needs and what they have enjoyed during their day. The childminder works closely with schools that children attend to ensure a shared approach to children's learning and development. The childminder is aware of partnership working to secure support for children with identified needs, and is clear about working with other professionals to ensure prompt intervention if necessary so that children's needs are met.

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	EY371867
Local authority	Sheffield
Inspection number	821287
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	18/03/2009
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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