

Inspection date

07/07/2014

Previous inspection date

16/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children's progress in all areas of learning and development is good as the childminder understands how they learn. The childminder provides a very good range of appealing and stimulating resources and activities based on children's interests.
- Partnerships with parents and other professionals are successful and ensure children get the early intervention and support they need. Therefore, all children are making good progress in their learning.
- The childminder safeguards and protects children well. She has all the required policies and procedures in place to underpin her practice.
- The childminder recognises that by following children's existing care routines and building early strong attachments, children's well-being is nurtured and children feel safe and secure in her care.

It is not yet outstanding because

- There is scope to enhance children's interest in print and written words in order to further promote their early literacy and communication skills.

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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector took account of the views of parents and carers from the many letters and cards and from information included in the childminder's own parent survey.

Inspector

Julie Thorpe

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Greenhill, in Sheffield. The childminder works with an assistant. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The family has two dogs, a budgerigar and fish as pets. The childminder attends several toddler groups, she visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 13 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder provides support for children who speak English as an additional language and for children who have special educational needs and/or a disability. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. 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 children's interest in literacy and communication, by enhancing the already good provision. For example, by providing labels, print and pictures both inside and in the outdoor environment, so that children begin to understand that print carries meaning.

Inspection judgements

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

The childminder provides interesting and challenging experiences across the seven areas of learning that meet the needs of all children. She has a secure knowledge and understanding of how children learn and creates individual plans for children's next steps. Through observation, assessment and planning children are monitored in relation to their starting points. The childminder creates an interesting and exciting environment both indoors and outside in which children can take part in active learning experiences. For example, children play in the water tray, using a variety of equipment for measuring, pouring, and filtering. The childminder supports children's learning by asking open questions and using mathematical terminology that children can understand. 'Is it getting heavy, which one is heavier? How many cups will it fill?' Regular progress reports keep parents fully informed about their children's development within each area of learning. Parents are also encouraged to actively contribute monthly to their children's ongoing learning and development by sharing information from home on their children's current interests and achievements. The childminder uses this information to continually build on children's prior skills and knowledge, and documents these in the children's learning journals. Children also keep an individual profile in which they choose to keep special

drawings, pictures and artefacts that they have found and build their own learning diary. The teaching is good and children are progressing well. Children with special educational needs and/or disabilities and children with English as an additional language are effectively supported and assessment shows that the gap is closing.

The childminder's teaching techniques are good and give children a sound knowledge base in all seven areas of learning. There is a strong emphasis on children's outdoor learning and the well-organised resources support children to make independent choices and explore the environment freely. The childminder supports children's communication and language skills by talking to them, asking them appropriate questions and building on their vocabulary acquisition. Even the youngest children are skilful communicators and recall experiences and conversations. For example, a child asks the childminder when will my daddy be coming? The childminder gently reminds the child that they have previously had this conversation and can the child remember what they need to do? The child instantly remembers that they need to look at the clock; the child counts proficiently and announces with delight that it will be five o'clock when daddy arrives to collect them.

The childminder and her assistant model good manners. They use soft tones and simple gestures to show their appreciation of children's good behaviour, in sharing, turn taking and listening to others. As a result, young children are learning to communicate effectively and politely, and are making very good progress in the prime areas of learning. The childminder uses the outdoor space on a daily basis and there are many good learning opportunities for children. However, there is scope to extend these opportunities by introducing photographs, labels and text to further promote children's already good early literacy and communication skills. The childminder attends the local toddler groups and a childminding cooperative, which provides children with further interesting activities to engage in, while also supporting the older children's social skills. This all helps to lay a secure foundation to support children's ongoing learning in nursery and school.

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

The childminder and her assistant provide a warm and welcoming environment that children obviously enjoy being in. Young children inquire where their friends are when they are taken for a nap and also ask where the assistant is when they are not visible to them. The childminder understands the importance of building relationships with children so that they feel secure in her care. For example, once children have had a few home visits, parents are given the opportunity to meet at the playgroup. This gives parents the chance to observe their children with the childminder and on more than one occasion the children have forgotten that their parents are there and wanted to go home with the childminder. As a result of this close attention, children settle quickly and form secure attachments to the childminder and their close group of friends. Parents report how much their children enjoy spending time at the childminder's house. Daily discussions and the home diary ensure that the childminder understands children's individual needs and provides continuity of care in line with that at home.

Children are supported to become independent because the childminder encourages them

to complete daily routines themselves. For example, during hot weather children are assisted in applying sun cream to areas that they cannot do themselves, or may miss when applying in a hurry. The childminder checks to ensure children's safety while out in the sun and hats are provided and worn by all children. Hygiene routines are reinforced from a young age as children are asked to wash their hands with the childminder before and after eating and playing outdoors. Children learning to use the toilet, are proud of their achievements because the childminder provides sensitive support and praises all their attempts. The childminder makes use of the excellent local facilities, that allow children to climb, run and jump. They frequently have explorer days, where they take rucksacks and picnics and set up camp. Children are learning about healthy eating because the childminder talks to them about what foods they should take on their picnic and what is good for our health.

The childminder deals calmly and effectively with squabbles and talks to children about what is appropriate behaviour. She is teaching children to share and take turns so that they are able to play together. The childminder explains to children that they must not stand on toys because they might break and also they could get hurt. As a result, children are beginning learn how to keep themselves safe and understand how to manage their own risks. The childminder uses praise and positive reinforcement to support desirable behaviour. Children's self-esteem is growing because the childminder values them all as individuals. She listens to them and values their chosen pieces of work, which are then encapsulated and put in to their learning diaries. The older children are able to select and put on their favourite compact disc, press play and use the childminder's digital camera. They take pictures of things in the garden that interest them and print them out to share with their families. Overall, the childminder has a clear understanding of how to support children's emerging personal, emotional and social skills in preparation for school.

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

The childminder is confident of her role and responsibility in safeguarding children. She completes regular safeguarding training, including child protection and safe sleep for babies. This keeps her knowledge up-to-date on how to recognise potential issues and what she should do if she had concerns about a child. The childminder completes detailed risk assessments and daily checks to ensure that children can play safely at all times. All the policies and procedures are reviewed annually and shared with parents before their children start attending. She is part of a childminding cooperative based at the local children's centre, who work together to support each other's practice. They carry out peer observations and discuss each other's monitoring and performance. The childminder then uses this information to discuss with her assistant; their strengths and weaknesses along with their joint plans for improvement, including training and development opportunities. They regularly invite the local authority support office to keep them up-to-date with changes and any new legislation. Consequently, the childminder is constantly looking at ways to develop her practice and improve outcomes for children.

The childminder tracks children's progress across all the areas of learning using

information about children's expected development. As a result, any aspects of development that children are not making progress in are quickly identified. The childminder and her assistant have an in depth knowledge of children's likes and dislikes, their starting points and the progression they have made since they started in their care. The childminder supports children who speak English as additional language and who have special educational needs and/or disabilities extremely well. As a result of her attention to their individual needs, they make especially good progress. The childminder has improved her knowledge of child development by completing two courses covering social and emotional aspects of child development and child learning. As a result, she has a better understanding of how young children form attachments and secure bonds in the very early years.

Parents and children take part in evaluating the childminder's service. Children review their week, month and term by filling out questionnaires, drawing pictures and commenting on their time at the childminder's home. These are carried out in a friendly and fun way, which also develop older children's use of the computer. Parents comment that the childminder is now a valued and trusted friend who maintains her professionalism but also displays genuine care for children. Consequently, the childminder reflects on and reviews her service making alterations where possible to provide a better experience for children. The childminder has very good partnership working with external agencies and has been involved in and supports parents access appropriate intervention services.

The Childcare Register

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	300269
Local authority	Sheffield
Inspection number	871658
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	16/02/2011
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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