

Inspection date	08/07/2014
Previous inspection date	03/12/2008

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 knowledge and understanding of safeguarding procedures is 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, thriving 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

- There are fewer resources available to enhance young children's skills and understanding of information and communication technology, and build on their developing curiosity in how things work.
- The childminder has not fully planned the outdoor environment for children to participate in even more activities to extend their good literacy and numeracy 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 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 2002. She lives with her husband and their two adult children in the Wincobank 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 four children on roll, all of whom 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. She is a member of the 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:

- increase opportunities for children to use and understand everyday technology, for example, by incorporating resources such as cameras and torches into their play
- extend the good opportunities for children to enhance their literacy and numeracy skills further in the outdoor environment, for example, by providing environmental print to promote recognition and understanding of words and numbers.

Inspection judgements

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

The quality of teaching is good. The childminder has a thorough knowledge of how children develop and learn. She provides a wide range of activities and experiences, giving 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 gathers information from parents, when children start, about their interests and care routines, which enables her to plan appropriate activities and meet children's individual needs. The childminder is actively involved in children's play and 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, when playing with playdough, the learning is progressed from identifying colours to linking the colour with the different textures of the dough. Children have an individual planning file that details their starting points, ongoing progress and next steps. This means that the childminder plans activities that enhance children's learning, based on their interests.

The childminder's observation, assessment and planning systems are comprehensive. She ensures that the children's progress is monitored to a high standard, and this enables her to carry out purposeful planning, so that the children are challenged appropriately, in accordance with their ages and stages of development. The childminder undertakes meaningful observations, using these effectively to identify children's next steps in learning. Detailed progress records reflect how 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 letters, colours and shapes. Counting happens regularly, helping to consolidate children's early mathematical development and understanding. Children are making good progress in their communication and language skills as they constantly chatter and engage in conversation with the childminder. The quality of teaching she provides, through everyday play-based activities, supports children's communication and language skills well. However, the childminder has not fully focused on using the outdoor environment to further extend the children's numeracy and literacy skills. For example, there are fewer examples of environmental print to promote recognition and understanding of words and numbers. In addition, children do not have frequent opportunities to learn about and explore everyday technology, so that their developing curiosity in how things work is fully supported.

Partnerships with parents are well promoted because the childminder actively encourages them to be involved in their children's learning. A wide range of information is gathered from parents at the children's settling-in visits, enabling them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis, using a learning file 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 years, 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 children's good progress.

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

Children settle well with the childminder due to the effective support she provides. The environment is welcoming, and the well-resourced playroom supports children's development across all areas of learning. As a result, children are gaining confidence and becoming independent learners, supporting their all-round development and emotional well-being. The childminder gathers information from parents and carers, so that she can meet children's individual needs. For example, parents complete an all about my child sheet before children begin to attend, so that the childminder knows their routine at home and can support this in her setting. The childminder has a settling-in process, and parents and children are encouraged to visit her home several times before starting sessions with her. The childminder is supportive and friendly with the children, giving them lots of attention. As a result, the children are emotionally secure, comfortable and feel valued. The childminder is a good role model. Children behave well because she teaches them to use their manners through everyday routines, and take turns and share during games and activities. This helps children learn to respect others and their feelings, and prepares them

for their transition to nursery and school.

The childminder offers children a variety of opportunities to become ready for school. She takes children on the school run and has established effective working partnerships with local schools. She places a strong emphasis on children's independence skills during her daily practice, and this helps to gradually prepare them for their move to school. For example, the childminder teaches children to put on their own coats and shoes. As a result, children are emotionally prepared for school and have the required skills of independence.

A fire evacuation procedure is in place, and children take part in emergency evacuation practices when smoke alarms are tested. This enables them to develop an understanding of keeping themselves safe in an emergency. The childminder consistently encourages children to wash their hands after toileting and messy play. As a result, children are aware of their own personal hygiene needs and are developing good personal hygiene routines. Healthy drinks and snacks are provided for children, for example, children eat a variety of fruit at snack time and they drink either milk or water. Children use the outdoor environment, throughout the year, to enjoy sand and water play, and to be very active on the grassed area. 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.

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. The childminder maintains a high level of supervision of children and safety measures, such as the verification of the identification of visitors and locks on doors, help to make sure that children are kept safe. The childminder holds a current certificate in paediatric first aid, and ensures medication and accident records are appropriately maintained.

The childminder has a wealth of knowledge about child development and how children learn. This has a positive impact on her knowledge and understanding of the Early Years Foundation Stage and the quality of teaching she offers. The childminder demonstrates a secure understanding of the areas of learning and ensures the educational programmes reflect children's needs and interests. There is a broad programme of activities offered, which enables the children to make good progress towards the early learning goals. Clear assessments are matched to the learning and development requirements of the Early Years Foundation Stage. This means that the childminder knows where each child is in their learning and can identify 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 files. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. Through effective self-evaluation, she has identified some realistic improvements

for the future, to enhance the quality of the learning and care the children receive.

Since the last inspection by Ofsted, the childminder has improved her planning for the next steps in children's learning and developed systems to track children's progress. Comprehensive risk assessments are in place, with daily checks of the environment and resources ensuring that children are well-protected, and can play and learn in a safe and secure environment. The childminder keeps parents informed closely with face-to-face communication and learning files that children take home. Written policies are shared with all parents, giving them a further insight into how their children's care is organised. 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
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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	EY231663
Local authority	Sheffield
Inspection number	877419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	03/12/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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