

Inspection date	23/07/2014
Previous inspection date	11/05/2009

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 understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- Children build secure attachments with the childminder. This ensures that they are settled and happy in the provision.
- The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement. This results in children behaving well.
- Effective partnership working with parents results in the constant exchange of information, supporting the promotion of children's individual care.
- The childminder ensures a high priority is given to keeping children safe from harm. She has a good understanding of safeguarding procedures.

It is not yet outstanding because

- Partnerships with other settings that children attend are not fully in place to promote continuity of children's care and learning.
- Children have fewer opportunities to experience all areas of learning outside.

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 looked at children's planning and assessment records and other relevant documentation.
- The inspector checked evidence of suitability and qualifications of adults working with children, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.

Inspector

Rachael Barrett

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and one child aged 13 years in Sheffield. She works with an assistant. The whole ground floor of the house and the rear garden are used for childminding. The family has a pet cat. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings that children attend, to even better promote continuity of care and learning
- enhance the outdoor area to give children more opportunities to experience all areas of learning outside.

Inspection judgements

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

The childminder's home is warm and welcoming, helping children to feel safe and secure when left in her care. She has a secure understanding of how children learn and demonstrates a solid understanding of the learning and development requirements of the Early Years Foundation Stage. She knows children well because she gathers detailed information from parents when children first start. She assesses what children can already do well and any support that they may need to help them make further progress in their learning and development. She uses this information to plan a good range of activities which engage and motivate children. The childminder sees the learning and development of children as a partnership between her and the parents, and that the two complement each other. She has high expectations of the children in her care and the progress of children is tracked across all the areas of learning. As a result, children are making good progress. The childminder understands the requirement to complete the progress check for children between the ages of two and three years, and shares these with parents.

The childminder engages well with children and offers a wide range of stimulating adult-led and child-initiated activities which link to the interests of individual children and cover

the seven areas of learning. The childminder plans an activity with gloop where the children enjoy exploring the texture and the consistency. The children explore by making different shapes, watching the mixture run through their fingers and seeing the shapes they have made suddenly disappear. The childminder uses relevant language to promote early communication skills with the youngest children and to further extend the developing language of older children. The childminder asks open-ended questions to make children think, such as 'How does it feel on your hands?' and 'What do you think might happen next?', which also promotes and stimulates children's critical thinking and problem-solving skills. Children enjoy playing with the water outside and bathing the dolls; one child delights as they splash around in the water and create bubbles. The childminder supports the children to feed the dolls and continually enhances the resources to help sustain the play and learning for a long period of time. She sensitively supports children when they need it, but also allows them to lead their own play, which helps to keep them motivated and enthusiastic to learn. Throughout play, the childminder models good manners using soft tones and smiles to communicate and encourage turn taking. As a result, young children are learning to communicate effectively and politely, and are making good progress in the prime areas of learning. They are acquiring the key skills needed for their next stage in their learning.

When playing outside, children develop their physical skills when using the good range of resources available to them. They throw balls, climb up and down the slide and enjoy being active using a variety of wheeled toys. The childminder attends the local toddler group, which provides children with further interesting activities to engage in, while also supporting their social skills. She completes observations to assess what children can do, supported with photographs to illustrate activities they have enjoyed. These are used effectively to develop progress towards the next stage in their learning and development.

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

The childminder forms secure attachments with the children she cares for. She spends time getting to know them and bonding with them during settling-in sessions, which help children to develop close emotional attachments as they develop confidence in their new surroundings. This fosters children's sense of security and helps them to make the move from home to the childminder's home. The childminder works effectively with parents, developing clear communication channels from the start to encourage the constant exchange of information. Children have many opportunities for cuddles and interaction with the childminder and other children. Their sense of security is fostered and the time they spend with the childminder is happy. Children are affectionate and kind towards each other. They look to the childminder as a good role model for them regarding behaviour. She encourages manners and uses age-appropriate techniques to ensure children understand why certain behaviour is expected.

The environment is welcoming and safe. There are a wide range of easily accessible resources available to children, which supports their development across all areas of learning. As a result, children are gaining confidence and are becoming independent learners. This supports their all-round development and emotional well-being. Children learn important health and safety messages through positive reinforcement, good role

modelling and discussions. For example, the childminder enables the older children present to make their own smoothies. She helps the children to maintain good health and hygiene routines throughout the activity by encouraging them to wash their hands before touching food. She allows them independence to use knives safely to cut up the fruit, and offers young children the opportunity to join in the activity by using age-appropriate resources. The children enjoy drinking the smoothie as part of their snack. As a result, children have a good awareness of healthy practices and they demonstrate this as they know to wash their hands before eating and after playing outside in the garden. Children benefit from eating healthy snacks throughout the day and are offered drinks whenever they are thirsty. The childminder works in partnership with parents to ensure that packed lunches promote healthy eating.

Children have access to the childminder's garden, which provides them with the opportunity for fresh air and exercise and supports their physical development. They also enjoy activities outside which support other areas of learning. However, there is scope to improve the outside area to enrich learning opportunities for children. Children benefit from regular trips out and about in their local community. They visit the library, nature parks and water play parks. They also regularly attend play sessions at the local children's centre. These outings are of benefit to children as they enjoy a wide range of experiences.

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

The childminder has a good knowledge and understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of her responsibility to protect children from possible harm. She has attended safeguarding training to secure her knowledge of the procedures to follow should she have any concerns about a child. The childminder holds a current first-aid qualification to help her to provide appropriate care if a child has an accident. She has implemented policies and procedures to underpin her practice. Children benefit from a safe environment, which they are free to explore. Risk assessments ensure children remain safe indoors, outdoors and on outings. Consequently, children's safety and well-being are given high priority.

The childminder provides children with a good range of activities and experiences based on their individual interests and stage of development. As a result, children make good progress in her care. The childminder accurately observes and monitors children's progress across the educational programmes and quickly identifies and closes any emerging gaps in their learning and development. The childminder understands the importance of reflecting on her practice and has identified her strengths and areas to improve. This enables her to develop her practice and act upon areas to further benefit children's learning and development. However, links with other settings that children attend are not yet highly effective, in order to further promote continuity of care and learning. The childminder works alongside her assistant. She carries out regular supervision of her assistant and ensures that she possesses a relevant understanding of the Early Years Foundation Stage, to help children make good progress in their learning.

Relationships with parents are good and information is regularly shared. For example, daily discussions are held, which ensure a constant exchange of information, especially about activities that children have been involved in during the day. A questionnaire has been used effectively to gain their views, enabling them to play an active role in identifying and supporting further developments. The childminder understands the need to have partnerships with external agencies to ensure that children receive the appropriate support and interventions they need to support their progress.

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	300557
Local authority	Sheffield
Inspection number	870661
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	11/05/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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