

Inspection date	05/08/2014
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 observes and assesses children effectively, so that she can plan activities and support them well to reach the next stage in their development. As a result they make good progress in their learning and development.
- The childminder has a good understanding of the Early Years Foundation Stage and her roles and responsibilities within this. She has completed audits of her environment and implemented the changes identified to improve her practice.
- The childminder's documentation, policies and procedures demonstrate she is aware of her responsibilities in keeping children safe and protected from harm. As a result children learn through play in a safe and secure environment.
- Children and their families are valued and included. Positive partnerships with parents ensure that children are fully supported.

It is not yet outstanding because

- There are fewer resources in the outdoor environment to provide sensory experiences for younger children.
- Children are not routinely involved in preparing their food or pouring their own drinks to further enhance their good independent 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 undertook a tour of the provision with the childminder.
- The inspector observed children's activities and routines.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to and through written feedback.
- The inspector looked at the childminder's policies and procedures and documentation relating to children's development.
- The inspector looked at documentation regarding the childminder and her assistant's suitability and qualifications for working with children.

Inspector

Susan Wilcockson

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her assistant, and two daughters, aged 22 and 16, in a house in Sheffield. The whole of the ground floor and the rear garden are used for childminding. The family has a dog and fish as pets. The childminder attends playgroups and activities in the community. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently 13 children on roll, two 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.

What the setting needs to do to improve further

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

- increase the resources in the outdoor environment to provide a sensory area for younger children that enables them to explore the natural world, for example, through the provision of wind chimes and mobiles
- involve the children more in preparing their own food and pouring their own drinks to further promote the development of their independent and self-care skills.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through their play. She carefully observes children to find out about their initial interests and effectively uses this information to plan activities that successfully engage children. The childminder records children's achievements and the progress they make. She has strong relationships with parents and gathers detailed information from them when children first start, forming a clear picture of what children can already do. She shares ongoing information through verbal discussions daily and by completing termly learning and development summaries. This ensures parents are kept fully informed about children's activities and achievements, while they are in her care. Children's next steps of learning are clearly identified which helps to ensure that they are constantly supported to make good progress in readiness for school. Parents also share information about their children's learning at home, supporting partnership working with the childminder, so that children make the best possible progress. The childminder has systems in place to complete the progress check for children between the ages of 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.

Children readily help themselves to toys and resources to support their play because the childminder and her assistant provide a well-organised environment. Children confidently take their chosen activities from room to room and freely engage in play indoors and outside. This supports their independence well. Children are confident speakers because the childminder and her assistant consistently support and extend their communication and language. Children readily join in conversations, chatting about what they are doing. For example, children explain the caterpillar pictures they are creating; describing the features they are adding and considering whether their caterpillar is happy or sad. Children freely access materials to draw and create, which they clearly enjoy doing. The childminder extends children's knowledge of vocabulary as she introduces new words, for example, explaining about a caterpillar changing into a cocoon before becoming a butterfly. The children recall the recent walk to the park and describe the different butterflies they saw on the outing. They enjoy re-telling the story using the props to support their understanding. Young children confidently count out the different fruits and foods eaten by the hungry caterpillar and are praised by the childminder for their emerging counting skills.

Children have plenty of fresh air and exercise. The garden area supports them as they play ball, jump, play with sand and water and engage in imaginative play in the playhouse. Children are supported in developing their understanding of their community and the world they live in. For example, children proudly show the flags and bunting they made in recognition of the recent visit of the Tour de France to Yorkshire. The childminder also takes children to playgroups in the community, as well as to local playgrounds and parks. Children have access to a wide range of books, which they enjoy looking at with the childminder. In addition, children regularly visit the local library, which further develops their love of books and early literacy skills. Children enjoy singing songs and rhymes, for example, they create new verses to known rhymes and turn from sleeping caterpillars into flapping butterflies. A variety of resources, such as books, dressing-up clothes and small figures, are readily available, so that children become more aware of diversity.

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 and her assistant are kind and caring and establish positive relationships with children, which help them feel secure. Parents speak highly about the childminder and her assistant, commenting on their interaction and engagement with children and providing 'good old-fashioned tender loving care'. Parents are invited to attend settling-in sessions and the childminder gathers information about each child's family and background. For example, information is obtained about children's care needs and routines and any known medical requirements. This promotes continuity in children's care and supports their continual well-being. The childminder introduces young children to larger group activities when visiting local play sessions. This helps to develop their social skills and prepare them for their future transitions to nursery and to school.

The childminder provides a stimulating environment with a range of age appropriate

resources that support children's all round development. However, there are fewer resources in the outdoor environment for younger children, who are less mobile, to enable them to fully explore the natural world through sensory experiences. The home is well-planned out to ensure that children have easy access to the broad range of resources of their choosing which helps them to make good progress in all areas of their development. Consequently, children demonstrate they are independent and confident beings. The childminder makes good use of local parks and playgrounds to extend the options for physical play, so that children benefit from fresh air. The childminder and her assistant act as positive role models, promoting children's good behaviour and manners. They sensitively guide children to learn about the possible consequences of their actions, which supports them to learn the difference between right and wrong. Consequently, children learn to share and take turns. They are very responsive to praise and encouragement and as a result have high self-esteem.

Children develop an appreciation of healthy and safe lifestyles. They learn how to keep themselves safe through the guidance that the childminder and her assistant give to them. For example, they monitor the use of the trampoline diligently and remind children to be careful when using the trampoline with friends to ensure that they do not accidentally hurt each other. Fire drills are carried out on a regular basis, so that children know what to do in an emergency. They independently access the toilet facilities and understand when to wash their hands, such as before meals and snacks. The childminder has achieved a level 5 food hygiene rating from the local authority and children enjoy healthy lunches and snacks. The childminder and her assistant ensure children's individual drinking bottles are replenished to maintain good health. However, children do not get the opportunity to help prepare their food or pour their own drinks. This means that opportunities to promote children's independence further are not maximised.

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 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. The childminder and her assistant have both accessed training in safeguarding children. Her home is safe and secure and risk assessments are conducted for all areas and for outings. The childminder and her assistant have had their suitability checked and, 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 both the childminder and her assistant hold a current paediatric first-aid certificate. As a result, children are cared for safely and their well-being is supported well.

The childminder has implemented an effective process of monitoring the educational programmes. An individual tracking system is in place that ensures that the childminder

has an accurate understanding of children's skills and abilities. This enables her to identify any gaps in learning and development that may require intervention. The childminder has updated the self-evaluation of her practice and provision. She has involved parents and their children through questionnaires that enable her to tailor her provision to meet their needs. She has also had meetings with her local authority improvement officer and considered further targets for improvement through audits of her environment to support children she cares for. This demonstrates the childminder's positive approach to continuous improvement to benefit children in her care. The childminder has recently completed a level 3 childcare qualification and attends training to update her knowledge. She works closely with her assistant to ensure he fully understands the aims and objectives for each child. The assistant is currently undertaking a level 3 childminding qualification.

Since the last inspection, the childminder has effectively met all recommendations. For example, she has effectively developed a two-way sharing of information with parents and has established very good links with them. She informed them of her inspection and they have provided written testimonials that have been used as evidence in the inspection process. All parents are complimentary about the care and learning experiences their children receive and the excellent progress that their children make. Parents receive daily detailed feedback of their children's care needs and what they have enjoyed during their day, which supports continuity in children's learning and development. The childminder works closely with schools to ensure an effective exchange of information that supports a consistent approach to children's learning and development. The childminder works closely with the local authority early years improvement service. She is fully aware of where to access support for children with special educational needs and/or disabilities and works in partnership with parents to ensure children's individual needs are fully supported.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY375712
Local authority	Sheffield
Inspection number	878712
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	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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