

Inspection date	04/09/2014
Previous inspection date	04/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 good range of activities and resources in the welcoming playroom. This means children are enthusiastic and independent learners, who enjoy making their own choices in play.
- The childminder makes good use of observation and assessment to ensure she plans for children's individual learning styles and needs.
- The childminder effectively promotes children's health. She involves children in a good range of physical and outdoor activities and she promotes good hygiene routines. These activities support children in leading a healthy lifestyle.
- The childminder safeguards children because she has a good awareness of how to deal with child protection concerns. Furthermore, she makes good use of risk assessments to ensure she removes hazards so that children play safely.
- The childminder makes good use of training and a reflective diary to promote improvement and to support her professional development.

It is not yet outstanding because

- Children do not always learn about people and communities through rich, varied and exceptional learning experiences.
- The childminder does not always gather detailed and comprehensive information from parents about all children's starting points, to support planning for their even swifter progress.

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 indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessments records and she discussed planning for their learning.
- The inspector took account of the views of parents through information on parent surveys.
- The inspector checked evidence of the suitability and qualifications of the childminder and other household members.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children, aged 17, 16, 11 and four years. They live in a house in Wheatley, Doncaster. The whole of the ground floor, except for the second reception room, and first floor bathroom are used for childminding. There is an enclosed garden available for outside play. The family has fish, three bearded dragons, chickens and ducks as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, parks and other places of interest with children on a regular basis. She takes and collects children from the local school, nursery and pre-schools. There are currently 11 children on roll, of these, three are in the early years age group. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except for family holidays. Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early Years and Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about people and communities, by involving them in a rich and varied range of activities and experiences that help learn about similarities and differences between themselves and others, and among families, communities and traditions
- strengthen and embed the use of All about me and starting points information to ensure comprehensive detail is consistently gathered from parents about all children's starting points, to support planning for their even swifter progress.

Inspection judgements

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

Since the last inspection, the childminder has made effective use of training to support her in developing a secure understanding of how young children learn and develop. This means her improved understanding ensures the quality of teaching is good. For instance, through training, the childminder explores the characteristics of effective learning and this contributes to her providing a welcoming environment for children to learn. She organises a wide range of activities and resources around her designated playroom to support children in making safe and independent choices in their play. As a result, children are busy, engaged and enthusiastic learners. She is actively involved in children's play and she uses this time to skilfully encourage, question and challenge children in their learning and

development. When young children play with the farm they use their imaginations, they talk about the noises the animals make and they ask questions about the foods animals eat. The childminder regularly takes children to a group that focuses on promoting language with young children. These activities effectively promote children's development in language, communication, expressive arts and design. The childminder regularly observes children and since the last inspection, she now frequently tracks and assesses their progress. The childminder uses this information to effectively plan activities to support children's individual learning styles and next steps. Therefore, all children make good progress in their learning and readiness for school.

The childminder makes good use of books, drawing and mark making activities, such as rolling cars in paint, prodding the dough and exploring sand to support young children to engage in simple pre-writing activities. This supports children's literacy development. Children enjoy weaving and creating patterns with the coloured ribbons, they count in everyday situations and they discuss different shapes and sizes in their play. These activities effectively promote children's development in mathematics. Children access some good activities and resources to promote their development in understanding the world. Older children enjoy exploring nature and the natural world, such as talking about the childminder's ducks that eggs are hatching. Furthermore, younger children enjoy watching the frog spawn as it changes into tadpoles and then frogs. However, there is scope to enhance opportunities for children to learn about people and communities. This is because the childminder is not always providing rich, varied and exceptional experiences for children to learn about similarities and differences between themselves and others, and among families, communities and traditions.

The childminder has good relationships with parents. She maintains written records of children's observations and assessments, including a progress check for children between the ages of two and three years. She routinely shares these with parents so that she keeps them well informed about their children's learning and development. During initial assessments, the childminder uses All about me and starting points documents to gather information from parents about children's learning, skills and progress at home. However, due to some slight inconsistency she is not always involving and gathering this information from all parents. Therefore, for some children information about their starting points is not always comprehensive enough to support planning for their even swifter progress. Parents know what to expect from the service through their open discussions with the childminder, newsletters, notice boards and a welcome pack that includes numerous written policies and procedures.

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

The childminder has good relationships with the children. She helps children to feel safe and secure in her care, through using settling-in visits to gradually build up strong relationships with them. This provides good opportunities for children to become confident and familiar with her and their new surroundings. The childminder also uses this time to discuss children's needs and care arrangements with parents, so that she promotes continuity for children. These effective transition arrangements and secure attachments promote children's emotional well-being. This positively influences children's personal,

social and emotional development. Furthermore, it supports children in having the confidence and self-assurance to embrace their future learning, such as starting school.

Children have a good understanding of the importance of leading a healthy lifestyle. The childminder makes good use of everyday routines, such as hand washing, to teach children about the importance of adopting good personal hygiene practices and self-care skills. She ensures children have daily access to outdoors, which means they enjoy the health benefits of playing in the fresh air. Children also enjoy being active and engaging in physical activity. They explore and use their agility as they explore the climbing equipment in the garden and they enjoy riding bikes and kicking balls. This promotes children's physical development. The childminder provides a wide range of healthy snacks to supplement the meals parents provide. During mealtimes, she talks to children about their healthy diet and the good choices they are making. This helps children to understand the benefits of eating well. The childminder also plans a wide range of activities to help children understand about their personal care needs, such as talking about brushing their teeth.

The childminder's approach to managing children's behaviour is good. She provides consistent boundaries and offers clear explanations, so that children understand what she expects of them. The childminder uses games, discussions and everyday activities so that children learn to share, take turns and be kind to others. As a result, children behave well and develop cooperative and positive relationships with others. Children have high self-esteem and confidence in their own abilities because the childminder makes good use of praise to celebrate children's achievements. Children have a good understanding of how they can keep themselves safe. They adhere to good road safety procedures when on outings and the childminder involves them in regular fire evacuation practices.

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

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, she has sought advice from a local authority representative, who has carried out a number of support visits. This has had a significant impact on the service and the childminder's understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She regularly completes safeguarding training and this contributes to her implementing up-to-date procedures in regard to dealing with child protection concerns. This contributes to the childminder protecting children from harm. The childminder provides a safe learning environment for children to play. Following her inspection, she now regularly reviews all her policies and procedures, including her risk assessments to ensure children play safely. These risk assessments include supervising children when she has visitors to the home and regular safety checks to ensure she removes all hazards. This contributes to the childminder providing a safe environment for children to play. She adheres to good hygiene routines, for example, when changing children's nappies. These improved risk assessments, supervision and hygiene procedures contributes to her successfully addressing safeguarding issues identified at her last inspection.

The childminder fully understands the importance of monitoring and evaluating her service and practice. She now routinely makes good use of self-evaluation and a reflective diary to support her to identify areas for improvement. She makes good use of training and regularly seeks support from a local authority representative to promote a programme of professional development. As a result, she now has a secure understanding of supporting children's learning and progression. This includes promoting good quality teaching, observation, assessment and planning challenging experiences to support individual children's needs. The childminder welcomes any feedback from parents and children in regard to improving her service. As a result, she now makes better use of local fields, to enable children to enjoy having the space and freedom to play safely in large open spaces.

Parents' comments about the service are positive and, through parental questionnaires, they say their children are happy. They say the childminder keeps children safe, that she provides a good range of activities and that their children have fun. The childminder understands the importance of working with other settings children attend, such as school or nursery. She now engages more readily with parents and other settings children attend. This means she shares relevant information about children's experiences in school or nursery, so that she can support and plan continuity in children's learning. The childminder recognises the necessity of working in partnership with other professionals or external agencies if children need additional support or help. For example, working with speech and language therapists to ensure she supports all children in their learning. This effective partnership means she tailors any plans to meet children's needs to support narrowing the gap in their learning.

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	EY315240
Local authority	Doncaster
Inspection number	963246
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	04/09/2013
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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