

Inspection date	10/09/2014
Previous inspection date	12/09/2011

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

- The childminder provides interesting and challenging experiences that cover the seven areas of learning. She is aware of children's individual needs, likes and dislikes and provides educational programmes that engage and enthuse them to be motivated and keen learners.
- The childminder has a very good level of awareness of the safeguarding and child protection. She understands her responsibility and takes every precaution to ensure that children are safe in her care.
- The childminder recognises the importance of following children's existing care routines and building early strong attachments. Consequently, children's well-being is nurtured and they feel secure in her care.
- Partnership with parents and other professionals are successfully forged and ensure children get the early intervention and support they need. Therefore, all children are making good progress.

It is not yet outstanding because

- Very young children are not always routinely involved in self-care skills, such as hand washing in fresh water before and after eating meals.

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 both playrooms and outside.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's observations, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers through written testimonials and cards.

Inspector
Julie Thorpe

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother in a house in Parsons Cross, Sheffield. The whole of the ground floor and the toilet on the first floor are used for childminding. There is a garden available for outdoor play. The family has a dog and two cats as pets. The childminder co-minds with her mother at the same address. The childminder attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, four 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. 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:

- strengthen self-care skills for very young children, so that they understand the importance of good personal hygiene, for example, by encouraging hand washing in fresh water before and after eating meals.

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 that cover the seven areas of learning. She is aware of children's individual needs, likes and dislikes, and provides educational programmes that engage and encourage children to be self-motivated and keen learners. Children are confident to try new activities and are encouraged to express their feelings about the activities they take part in. For example, children are asked 'did you enjoy doing that and what do you think would make it better?' This offers children time to think about their experience and respond accordingly. As a result, children are developing their own identity and finding out about their own likes and dislikes. Children are supported in acquiring skills they need to be ready for school, such as, simple mathematics, recognising letters, numbers and shapes. The childminder takes children to a singing and rhyme time session at the local library. This helps to develop children's understanding of early literacy and their knowledge of understanding the world. As a result, children show a keen interest in books and frequently ask the childminder to read their favourite stories.

The quality of teaching is good. The childminder gathers information from parents as to children's starting points and develops comprehensive learning plans for all children. The childminder observes the children regularly and carries out precise assessments. She uses

this information to provide suitably challenging activities. The childminder and her co-childminder attentively listen and observe children during their play, and quickly adjust activities to suit their needs. For example, older children follow simple sequence and ordering activities with different coloured blocks. When they are joined by toddlers, the childminder skilfully involves younger children by supporting them to find the blue bricks and build towers. This means that all children are actively engaged in age-appropriate activities. The childminder carries out the progress check for children between the ages of two and three years. The information is shared with parents, who add their own comments and is passed on to other settings as part of children's learning and development profile summary. This supports the continuity of learning between home, the childminder's and other settings. Consequently, children progress quickly.

Children's prior skills and knowledge are supported and extended according to the child's individual learning needs. Children who have starting points lower than they are expected to be at their age are supported well. Assessment clearly shows that children are improving consistently over a period. The childminder and her co-childminder have agreed strategies for helping children to develop and use their home language in play and learning. Parents' knowledge and expertise about individual children is sought by the childminder, to enhance and develop children's communication skills. All children hear and enjoy repeating words in other languages. The childminder has developed her professional knowledge by attending an in-depth course on the understanding of early speech, language and communication development. Consequently, children are engaged socially and are able to express their needs well.

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

The childminder creates a welcoming environment. She is approachable, kind and caring and children show they have formed secure emotional attachments. For example, the childminder is aware of the signs that individual children display, intervening early when she realises children are becoming frustrated, tired or hungry. Children are greeted in to the setting sensitively and the childminder knows which children will run in and play and which children require her support to settle and feel comfortable. Consequently, children are confident and feel secure in the childminder's care. She supports children individually, as well as involving them in small group work to encourage turn taking, sharing and discussion about their feelings. As a result, children are aware of their own and others needs and are being prepared emotionally for the next stage in their learning and moves to school.

The childminder ensures that detailed care routines are completed before children make the move from their home to the provision. Parents are invited to come and meet the childminder and her co-childminder on several occasions and can stay with their children until they feel ready to leave. The childminder has daily face-to-face discussions with parents informing them of their children's progress. Parents are asked to write down any changes to medical information and update the childminder regarding changes to daily routine. As a result, care practice is tailored to individual children's needs and children's physical and emotional well-being is well supported as children make strong attachments

with the childminder. The childminder is a good role model and reminds children in a consistent and caring way to use their manners and help their friends. Children are polite and consider others' feelings when playing cooperatively. For example, children support toddlers when carrying heavy watering cans. They fill and adjust the weight in order for toddlers to join in the activity. Children enjoy daily fresh air as they take walks in the park and have access to a well-resourced outdoor environment, where they climb apparatus, balance on logs and use walking aids to support their physical development. This gives children the opportunity to take sensible risks in their play.

At mealtimes, children are helped to develop an awareness of healthy eating because the childminder talks to them about what they are eating. They share different foods from around the world and enjoy a range of home cooked specialities, which parents provide as part of their monthly celebration of festivals and foods. However, the childminder does not always promote self-care skills to very young children, for example, allowing them to be involved in their own hand washing before and after eating snacks and meals. Older children's independence skills are being promoted successfully.

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

The childminder has a very good level of awareness of the safeguarding procedures and knows how to protect children in her care. She has recently completed advanced safeguarding training and knows the signs and symptoms of abuse. The childminder has robust procedures to follow if she has any concerns about children in her care, which she shares with parents. The childminder has a current paediatric first-aid certificate, therefore, she has up-to-date knowledge and skills to deal with children who have an accident or become ill. The childminder and her co-childminder carry out comprehensive risk assessments of the home, trips and outings to places they visit on a regular basis. They carry out regular fire drills with children so they learn how to evacuate safely, to keep themselves safe in the event of an emergency. All doors are securely locked and visitors are never left alone with children. Consequently, children are cared for in a secure environment that promotes their safety and welfare.

The childminder observes, monitors and tracks children's progress well and has a very good awareness of each individual child's interests, skills and abilities. As a result, all children make good progress in their learning. The childminder and her co-childminder work well together and carry out a comprehensive self-evaluation, which reflects on their practice together. The childminder is aware of the setting's strengths and has a joint action plan in place to develop the practice further. The childminder has a level 3 in early years childcare and education. She has high expectations of herself and for children that she cares for. Since her last inspection, she has undertaken several short courses to improve her practice and has gained further knowledge of how to plan the educational programme to fully cover the seven areas of learning. As a result, she is now confident in her ability to provide activities that interest children and support their learning needs.

The childminder has very good partnerships with parents and other organisations. She

sends out a termly newsletter to parents about the activities that children will be taking part in and asks parents to get involved, make suggestions and give feedback through the comments sheet. The childminder also works with other agencies, as needed. She has been involved in referring children to specialist services and getting early intervention to support individual children's emerging needs. Parents comments are very positive. They mention that the environment is very supportive and the childminder has given their children a strong foundation for starting school. Parents are provided with information about the Early Years Foundation Stage and are invited to meet the childminder and her co-childminder to discuss children progress in private, at a time to suit them. This means that parents are kept up to date with children's progress and informed of any concerns the childminder has. Action plans can be jointly agreed and quickly put in to place. The childminder works closely with local schools to ensure an effective exchange of information that supports a consistent approach to children's learning and development. The childminder receives information, advice and guidance from the local authority childminding support officer. Consequently, she is committed to continual improvement and is effectively meeting children's needs and improving her service to benefit their learning and care.

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	EY420676
Local authority	Sheffield
Inspection number	852135
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	12/09/2011
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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