

Inspection date	15/09/2014
Previous inspection date	28/02/2014

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children make good progress because the childminder plans a wide range of stimulating activities that take into account their interests and target their individual learning needs.
- Robust partnerships with parents ensure there is a steady two-way flow of communication that ensures children's progress and development is consistently shared with them.
- Children behave well and develop secure peer relationships, because the childminder helps them to understand simple rules, consider the needs of others and be kind to each other.

It is not yet good because

- The childminder does not always adhere to permitted adult: child ratios during school journeys and as a result, she does not assure children's safety and welfare at all times.
- The childminder does not ensure her certificate to confirm up-to-date first-aid training is available to view, which is a legal requirement of the Early Years Foundation Stage.
- The childminder does not develop focused action plans to target weaknesses in her practice. As a result, identified areas for improvement are not always addressed effectively to ensure the provision continually improves to benefit the children who attend.

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 main playroom and the outside area.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector spoke to the childminder's assistant during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, and her assistant working with children and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and four children aged 15, 11, eight, and six years in a house in the Sprotbrough area of Doncaster. The childminder works with a registered assistant. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs, four rabbits and two cats as pets. The childminder attends a playgroup and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 14 children on roll, ten of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure adult: child ratios are adhered to and children are adequately supervised and kept safe at all times
- ensure records are easily accessible and available on request, in particular, records of required training.

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

- develop focused action plans to address identified weaknesses in practice so that the setting continually improves to benefit the children who attend.

Inspection judgements

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

The childminder has a thorough understanding of the learning and development requirements. During settling-in sessions, she obtains information about children's starting points, and their interests from their parents. She completes assessments of children's development and uses the information to keep parents informed about their progress. This means they have a good understanding of how their children are meeting the expected milestones for their age. As a result, they support continuity in their children's learning at home. Information about children's progress is also kept up to date through daily discussions with parents. This two-way flow of information ensures the childminder has a comprehensive knowledge of each child's learning needs. The childminder completes

progress checks for children between the ages of two- and three-years and shares them with parents. This means any areas of learning where children are not meeting their expected targets are identified. Early intervention strategies are then put in place to ensure additional learning needs are addressed.

The childminder uses current guidance documents to identify next steps in children's learning. She demonstrates through discussion, that she has a detailed knowledge of each child's stage of development. She takes into account their interests, such as, messy play and exploring water, when planning activities. She also takes into account children's different learning styles to plan purposeful and challenging learning experiences for them. For example, she plans outdoor activities for children who prefer learning in the outdoor environment. They develop hand-eye coordination and control over small tools as they catch fish using small rods. Children develop early literacy skills by using large chalks to draw pictures on the outside walls and floor. Records that are kept of their learning show that all children are making strong progress from their starting points.

Children enjoy small group activities, such as, music time at the local playgroup. They develop communication and language skills by exploring sounds and singing simple songs and rhymes. As a result, they are developing firm foundations for the next stage in their learning, which is usually the local nursery school. They begin to recognise numbers and enjoy activities that encourage them to use their imagination, including creative play and role play. The childminder involves children in planning and this means they enjoy a good balance of child-initiated play and adult-led learning. Their free play is supported by good quality interactions with the childminder. This means they benefit from consistently good quality teaching. The childminder shares information about children's learning and development with other early years providers to ensure they enjoy continuity when the time comes for them to move on to other settings.

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

The childminder demonstrates a suitable understanding of the safeguarding and welfare requirements. Overall, children's safety is maintained well because the childminder is observant, ensuring children are generally well supervised and kept safe. However, she does not always adhere to permitted adult: child ratios. This means, on occasions, she cares for too many children in the early years age group. Although there is no significant impact on children's general safety and well-being, she has not fully considered how she would manage children's needs if an unforeseen incident or accident occurred. This means she cannot assure their safety at all times. Nevertheless, children are encouraged to risk assess for themselves. They learn about road safety during walks to school. They visit the local farm where they learn to stay safe around animals and they help to care for the childminder's rabbits. She also teaches them how to use interactive equipment safely. During activities they learn how to keep safe while using everyday equipment. For example, she teaches them how to use small tools safely during craft activities. As a result, they are developing a thorough understanding of how to protect themselves from danger.

The childminder promotes partnerships with parents and ensures information about

children's well-being is shared each day. Detailed information about children's individual care needs is obtained from parents when they enter her care. She uses the information to help them settle by reflecting their home routines and ensuring each child develops secure attachments early in their care. All children demonstrate they are confident and happy as they independently explore. They are self-assured and are keen to share their learning with visitors. There is a strong focus on promoting children's personal, social and emotional development. They develop their social skills through a wide range of experiences. For example, they play cooperatively with small world resources. They are taught to consider the needs of others while using ride on toys in the garden. They visit playgroups and various local places of interest, where they learn how to behave in different social situations. They play well together and enjoy the company of their peers. The childminder recognises children's efforts by giving them continuous praise and encouragement. This helps to build their confidence and self-esteem. Children use good manners and show respect as they listen and respond well to the childminder and each other. To help children prepare for the move to school, they experience daily routines that reflect those of the school environment. They listen to instructions, sit together at mealtimes and help with simple tasks. As a result, they are emotionally prepared for the environment they will experience when they move on to the next stage of their learning. Children's behaviour is good because the childminder is a positive role model. She works closely with parents to implement strategies to manage unwanted behaviour. As a result, children experience consistent boundaries and are developing a thorough understanding of right and wrong.

Children move freely between the indoor and outdoor areas. They visit local parks, where they use large play equipment to develop their physical skills and play team games. They enjoy large spaces to test their skills, such as, using hay bales in the nearby field for climbing and making dens. The childminder helps them to understand how exercise supports their overall health and well-being. Children enjoy a wide variety of healthy snacks and balanced home-cooked meals. The childminder helps them to understand how making healthy choices supports their overall well-being. Children learn personal hygiene through everyday routines, such as, washing their hands. They learn to use the toilet independently, and this means they can attend to their own personal care when they move onto school.

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

This inspection took place following a complaint that raised concerns about the safety of children during outings, adult: child ratios, supervision of children, risk assessments and suitability of adults caring for children. Ofsted carried out an unannounced visit to look at whether the childminder was meeting the Early Years Foundation Stage requirements and complying with the requirements of the Childcare Register. We looked at procedures for safeguarding children. We also looked at arrangements for ensuring children are supervised, in particular staffing arrangements that meet the needs of all children and ensure their safety. The inspection found that that overall, the childminder has appropriate safeguarding policies in place. She works with an assistant and Disclosure and Barring Service checks have been obtained. There are arrangements in place for ensuring adults

are suitable to work with children. These include making sure adults caring for children are not under the influence of alcohol, or any other substance which may affect their ability to care for children. The childminder completes risk assessments of the premises, regular outings and of places children visit. This ensures the premises are safe for children to use and that they are in general, kept safe during outings. However, the childminder does not always adhere to permitted ratios and on occasions, cares for too many children in the early years age group. This means she cannot guarantee that children are adequately supervised and kept safe at all times, and is in breach of the requirements of the Early Years Register. The childminder has taken action to address this issue by employing an assistant at times when the setting is busy. We also found that the childminder and assistant have completed first aid training, which means they can give appropriate treatment to a child if they have an accident while in their care. However, the childminder does not ensure that training records are easily accessible and available for inspection. This is also a breach of the legal requirements of the Early Years Register.

Despite the weaknesses in her practice, the childminder has a good understanding of the learning and development requirements. She demonstrates a thorough knowledge of each child's stage of development. She provides resources that encourage children to investigate independently and she provides adult-led activities that support children's swift progress. Partnerships with local schools are established. This means information that supports children's continuing development is shared. The childminder's evaluation of activities is robust. This ensures learning experiences offer children good levels of challenge to promote strong progress from their starting points. All children are meeting their milestones across all areas of learning.

The childminder shares policies and procedures with parents. This means they are knowledgeable about the service she provides. They are kept informed about the activities children enjoy, and their progress, through discussions each day. The childminder also seeks feedback from parents and children through daily discussions. She has taken action to address most of the weaknesses identified at previous inspections and she has a suitable understanding of her strengths and areas for improvement. However, plans for improvement are not sufficiently focused to target weaknesses and ensure the provision continually improves to benefit the children who attend.

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. 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	EY437148
Local authority	Doncaster
Inspection number	989139
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	28/02/2014
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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