

Inspection date	06/10/2014
Previous inspection date	22/10/2008

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's safeguarding procedures are robust. This ensures that children's welfare is protected and children are kept safe from harm.
- Teaching is good. The childminder provides children with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- The childminder demonstrates a good understanding of the importance of working with parents and other professionals in order to ensure that children receive appropriate support tailored to their individual needs.
- Children form secure attachments with the childminder. As a result, they are happy, content and are keen to explore and learn.

It is not yet outstanding because

- Children's numeracy and literacy skills are not always as well promoted when playing outdoors, as they are indoors.

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 the children's play, including adult-led and child-initiated activities.
- The inspector viewed a sample of the children's development records.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke to the assistant during the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents' written testimonials provided by the childminder.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 1985 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is her assistant in the Ecclesall area of Sheffield. The whole of the ground floor and toilet facilities on the first floor are used for childminding. There is an enclosed garden available for outside play activities, and the childminder lives within walking distance of local parks, shops and schools. The childminder is able to take and collect children from local schools and pre-schools. There are currently 15 children on roll, of whom eight are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am 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:

- develop further the good opportunities for children to enhance their literacy and numeracy skills by making use of the outdoor environment, for example, by providing environmental print to promote recognition and understanding of words and numbers.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development, and they are acquiring the skills necessary to be ready for school. The childminder is actively involved in children's play. She interacts well with them. She explains, questions and encourages them to explore, have a go and try new things. This encourages children to be active learners. Teaching is effective and the childminder ensures that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources, and there is a mix of adult-led and child-initiated activities. Children move around freely and independently select from the variety of resources available. For example, when the children express an interest in cars, the childminder's assistant provides them with a garage and people figures to go in the cars. He then responds to children's exploration. The childminder's assistant names the colours of cars and counts the number of people needed to fill the school bus. The children attempt to copy, which is an important step in their language development. Throughout the activity, he praises children's achievements. In addition, he uses noticeable body language, such as, smiles, to demonstrate his pleasure and encourage the children to explore even further. This type of interaction demonstrates the good quality of

teaching provided by both the childminder and her assistant. Consequently, children are making good progress as they benefit from positive interactions ensures that children's individual interests and preferences are catered for through a wide range of learning opportunities.

The childminder's observation, assessment and planning systems are comprehensive. These ensure that the children's progress is monitored to a good standard. In addition, it enables her to carry out purposeful planning, so that, the children are challenged appropriately, in accordance with their ages and stages of development. She undertakes meaningful observations and uses these effectively to identify children's next steps in learning. Progress records reflect that the childminder evaluates children's progress thoroughly and tracks their achievements well. This means she quickly identifies if children require any further support to enable them to reach their full potential. School readiness is supported by children learning about letters, numbers, colours and shapes. Counting happens regularly and helps to consolidate children's early mathematical development and understanding.

Partnerships with parents are well promoted because the childminder actively encourages them to be involved in their children's learning. A wide range of information is gathered from parents at the children's settling-in visits, which enables them to settle quickly. The childminder shares children's ongoing progress effectively with parents, on a daily basis, using a daily journal for each child. Parents are supported in extending children's learning at home. The childminder completes the progress check for children between the ages of two and three years and provides parents with a written summary of their progress in the prime areas of learning. Parents are very complimentary about the childminder and the positive effect she has had on their children's development.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. She responds well to children's emotional needs. The childminder gathers information from parents about their child's needs before they start. For example, the childminder talks to the parents about what their child is interested in and their sleeping and eating routines. Settling-in arrangements are tailored to meet the requirements of each individual child and their family. The childminder is a good role model who provides clear and consistent guidance for children's behaviour. As a result, their behaviour is good. The childminder gives the children lots of effective praise and encouragement. This builds their self-esteem and prepares them well for their future move on to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, the childminder reminds the children they are not allowed to throw toys and explains that if they do so, they may hurt someone. If necessary, the rule is repeated again until children listen and respond.

Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play on a regular basis. They use the outdoor environment throughout the year to be very active on the slide and trampoline. This contributes to their physical development. Children delight in being outside and relish in the added dimension the freedom and space gives to their

play. As a result, they benefit from lots of fresh air and develop a positive attitude towards exercise. However, the outdoor environment does not currently support children's developing literacy and numeracy skills as effectively as the indoor environment. This is because, children are not able to see and refer to simple words or numerals to support their play and consolidate their learning. Consequently, their development in these areas is not as swift as it could be, especially for children who learn better in an outdoor environment. The childminder works with parents in order to agree arrangements for providing meals and to discuss any individual dietary requirements. Children are encouraged to be independent in their self-care, which means that their self-help skills are appropriately promoted. In addition, they gain the skills to support their next stage in learning, such as, moving on to nursery and school. The childminder is enthusiastic about caring for children's emotional needs and ensures that nappy changing fully supports their well-being. During nappy changing times, the childminder explains to a child that their nappy needs changing, the area is prepared for the child to see, and nappy changing is a warm and responsive time. The childminder maintains eye contact and talks to the child about the rain they can hear outside during this intimate procedure. Consequently, she supports children's emotional well-being very well. The childminder provides further opportunities to support children's personal, social and emotional development through everyday routines and activities. For example, she attends groups with the children on a regular basis, providing opportunities for them to meet and play alongside their peers in different surroundings. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of Early Years Foundation Stage. Her knowledge of child protection issues is secure and she has attended safeguarding training. The childminder is fully aware of the potential signs of abuse and neglect, and she understands the procedures for reporting concerns. The childminder completes risk assessments of the environment and resources, and has appropriate safety measures in place to reduce the risk of accident or injury. The childminder and her assistant have a first-aid qualification, which enables them to deal with any minor accidents or injuries that happen. The childminder keeps her home and garden secure and she supervises children appropriately, including when on outings. She ensures that all adults living and working on the premises complete relevant suitability checks to help ensure that they are suitable to have contact with children. Consequently, children are kept safe.

The childminder demonstrates a secure understanding of the areas of learning and makes sure that the educational programmes she provides reflect children's needs and interests. There is a broad programme of activities offered, which the children enjoy. This supports them in making good progress. The childminder completes clear assessments, which means that she knows where each child is in their development and where they need further support. She has a good understanding and overview of the progress children make over time and talks with confidence about their individual learning pathways. The childminder is committed to continuous professional development and has attended

several sessions of training, so that, she can further improve her knowledge of children's learning and development. The childminder has completed a comprehensive self-evaluation and is continually looking at ways to improve. Since the last inspection, the childminder has reviewed her policies and updated them in line with current legislation. In addition, she has continued to build upon the links established with other settings providing for children in the Early Years Foundation Stage. The childminder completes regular supervisions and peer observations and she ensures her assistant has a secure understanding of the policies and procedures of her setting. This ensures there is a collaborative and consistent approach to children's care and learning.

The childminder has good relationships with parents. She regularly shares with them their child's achievements and progress. For example, they have daily access to their children's learning journals, and the childminder encourages parents to be part of the service she provides by holding regular meetings with them to discuss their child's progress. The childminder demonstrates a good understanding of the importance of working with other professionals in order to ensure that children receive appropriate support tailored to their individual needs.

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	300187
Local authority	Sheffield
Inspection number	867227
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	22/10/2008
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
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M1 2WD

T: 0300 123 4234
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