

<b>Inspection date</b>	21/10/2014
Previous inspection date	12/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 good understanding of safeguarding procedures means that she is able to identify concerns and keep children safe.
- The quality of teaching and learning is good. There is a skilful balance of child-initiated and adult-led experiences that ensures there is ongoing challenge for children's age and stage of development. Consequently, children have ample opportunities to make effective progress in their learning and development.
- The childminder has developed good working relationships with parents and other settings that children attend. This ensures children settle well and information about their progress and care is shared.
- Self-evaluation is robust and accurately identifies areas for development. As a result, clear priorities are set for improvement.

#### **It is not yet outstanding because**

- Children do not always have access to activities and resources outside that foster their numeracy and literacy skills further.

## 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 looked at children's records, evidence of the suitability of adults living on the premises, safeguarding procedures and a variety of other documentation.
- The inspector held discussions and completed a joint observation with the childminder.
- The inspector took account of the views of parents' written testimonials provided by the childminder.

**Inspector**  
Ruth Moore

## Full report

### Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children in a house in Sheffield. The whole of the ground floor, toilet upstairs and the rear garden are used for childminding. The childminder attends a toddler group. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll. Of these, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Tuesday to Friday, except for 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:

- strengthen the provision for those children who prefer to learn outside, so that they can access activities and resources that foster their numeracy and literacy skills further.

## Inspection judgements

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

Children enjoy a wide range of activities and experiences, which cover all the areas of learning well. The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. Her quality of teaching is good. There is an effective balance of child-initiated and adult-led activities, and the childminder plans these to support children's individual needs and the next steps in their learning. The childminder's observations and written assessments closely monitor children's progress, making sure they are progressing across all areas of learning and development. This helps to ensure any areas of concern are promptly addressed with parents, so that every child is helped to meet their full potential. This focussed approach enables the childminder to be clear about children's attainment and the next steps they need to take to ensure they are appropriately challenged. Therefore, children are ready for school.

The childminder is actively involved in children's play. She interacts well with them. She explains and encourages them to explore, have a go and try new things. This purposeful teaching encourages children to be active learners. For example, during story time the childminder introduces the children to a selection of books and a variety of puppet resources to stimulate the children's interests and imagination. Throughout this activity, the childminder encourages their communication skills through effective interaction. She talks to them, and comments on what they are saying. She uses open-ended questions, which enables the children to think and extend their learning. The childminder supports

them to choose which resources they want to play with, therefore, promoting children's confidence in exploring and making choices. As children grow in confidence and ability within the three prime areas, the childminder uses her good understanding of how children develop to place an equal focus on all seven areas of learning. However, children who prefer to learn in different ways, such as, actively outside, do not always have access to activities and resources, which foster their numeracy and literacy skills. Children thoroughly enjoy the time they spend with the childminder and they are excited and motivated to learn. Consequently, they make good progress in their learning and development.

Good partnerships with parents complement the effective process of observation and assessment. Children's starting points are identified with the help of parents before their children start with the childminder. This provides the parents with the opportunity to share children's initial interests and abilities and any concerns they may have. Parents look at their children's folders regularly, which makes them fully aware of the achievements their children make. This means that they know what their children are doing and can link and extend their children's learning at home. The childminder carries out the progress check for children between the ages of two and three years very well. She shares the information with parents and encourages them to be involved in their child's learning. This helps parents to continue their children's learning at home and ensures they are very well informed about their children's good progress.

### **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. All children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Information is gathered from parents about their child's needs before they start. For example, what their children are 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. She teaches the children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. The childminder gives them lots of effective praise and encouragement. This builds their self-esteem and prepares them well for their future move 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 to go down the stairs on their bottoms, so that they do not fall and hurt themselves. Children are developing a good understanding of the importance of living a healthy lifestyle. At snack time, the childminder asks them what fruit they would like to eat, giving them a choice of several options. Children are encouraged to help prepare their snack and to feed themselves, which promotes their independence skills. During this time, the childminder takes the opportunity to chat to the children about the food they are eating. Children are encouraged to try the fruits even if, at first, they say they may not like them. When they do this, the childminder praises the children's achievements and gives them lots of

encouragement. This makes trying a new food an enjoyable learning opportunity. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands prior to preparing and eating food and after creative activities. Children use the outdoor environment throughout the year to enjoy sand play and ride-on toys. This means children learn that outdoor play is not just an activity for fair weather, and as a result, they benefit from lots of fresh air and exercise.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of the potential signs of abuse and neglect and she understands the procedures for reporting concerns. All statutory documentation, such as, written parental consents and a daily register are in place and comprehensively maintained, which promotes children's welfare. Suitable policies and procedures help ensure that parents also understand the duty of the childminder to protect children. 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. She has a first-aid qualification, which enables her to deal with any minor accidents or injuries that happen. The childminder keeps her home and garden secure and she supervises children appropriately to keep them safe, including when they go on outings. Suitability checks are carried out on all household members over the age of 16 years. Consequently, children's welfare is prioritised effectively and 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, including craft activities and storytelling with puppets, which the children enjoy and which supports them in making good progress. Clear assessments are completed, which means that the childminder knows where each child is in their development and where they need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning pathways. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. The childminder 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 consistently looking at ways to improve. This shows a committed, dedicated perspective that ensures high standards are sustained. Her robust reflective practice supports the creation of a comprehensive action plan that clearly identifies what will develop her setting further. Since the last inspection by Ofsted, the childminder has worked hard to develop her planning to ensure all areas of learning are covered. This means children make good progress in their 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. This helps parents to continue children's learning at home. Complementary

parental feedback highlights that they are delighted with the service they receive and are incredibly happy with how well their children are progressing. Partnerships with other providers and in the community, including the local nursery, are very good. They are beneficial to children's understanding of the world and this consistently supports them to make good progress 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

<b>Unique reference number</b>	300512
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	867245
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/11/2008
<b>Telephone number</b>	

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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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