

Inspection date	27/10/2014
Previous inspection date	06/10/2008

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 quality of teaching is strong. She is effective in engaging and encouraging the children and monitors their development well. As a result, children make good progress in their learning and development.
- The childminder has a high focus to extend and develop children's language and communication in their play and in regular routines. This means that children are making good progress in their communication skills.
- The childminder helps children to build secure peer relationships in larger social groups and they learn how to behave in different social situations. This means they are emotionally well prepared for the next stage in their learning.
- The childminder manages her provision well. She has a good understanding of her role and responsibility to safeguard children in the event of a child protection concern. This means their welfare is assured.
- The childminder has formed strong partnerships with parents. They are kept well informed through daily discussions, and the sharing of development records.

It is not yet outstanding because

- The childminder does not always maximise opportunities for children to practise and learn about good hygiene as children do not always wash their hands prior to eating snack.

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 childminder engage in a range of indoor learning activities with the children.
- The inspector held discussions with the childminder and completed a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other adults in the home.
- The inspector sampled a range of policies, procedures, records and developmental files.

Inspector

Yvonne Layton

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Sheffield in South Yorkshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends a local children's group and undertakes outings on a regular basis. She collects children from the local schools. There are currently 13 children on roll; six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.45am to 5pm, Monday to Friday, except bank for holidays and family holidays. She holds Qualified Teacher Status. The childminder provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- build on children's ability to learn about self-care and good hygiene, for example, by making sure they consistently wash their hands prior to snack times.

Inspection judgements

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

The quality of teaching is good and the childminder is skilful to promote children's learning. Activities cover the prime and specific areas of learning and link to children's interests well. This helps them to be willing and active learners. The childminder has a high focus to develop children's language and communication skills. She constantly talks to children at their level. She gives them opportunity to extend their vocabulary and to explore what they know with good questioning. The childminder models good listening skills. When talking with the children, she listens attentively and repeats key phrases back to them. She encourages children to recall events and gets them to consider and think. During a spontaneous story time, the children highlight a cat in the story. The childminder engages them to think as she asks 'what is a purr?'. As a result, the childminder successfully promotes children's critical thinking skills. This means, they gain the necessary skills and attitudes to be ready for their learning in school.

The childminder promotes children's learning as she uses a good range of teaching strategies to support their progress. A planned activity of leaf printing effectively promotes children's development in all of the areas of learning. The childminder and the children recall collecting leaves and putting them into a leaf press. The children remember that the leaves were wet and now they are dry. The childminder explains that they have to be careful as the leaves are fragile and will break. The childminder and children explore the veins in the leaves and consider the shape of them, looking at the sharp edges. They

count and consider the different colours and the trees the leaves come from. Children learn about colour as the childminder supports them to pick their own paint. They confidently blend and name the different colours they make. Children learn about size and texture as they use different sized brushes and sponge brushes. The activity develops as the children explore the paint for themselves as they hand paint and free-paint. Children's imagination is enhanced as they 'ride in a bus' made from the brick box and use rail tickets. Their learning is extended as they talk about where they are going and why. The children recount their favourite holidays with their family. They are able to have a quiet time as they use a tent with cushions and books.

The childminder's good knowledge of the children is gained through taking time to observe and assess their development. She is effective as she identifies their next steps in development and provides experiences accordingly. The childminder completes purposeful, formative observations of children's achievements to carefully monitor their progress. Each child has a development book and tracking of progress document, which details their development across the seven areas of learning. The childminder makes use of this information to complete assessments of children's progress, including the progress check for children aged between two and three years. Parents share their knowledge and contribute to the records. The childminder and parents hold regular discussions to support and extend children's learning at home. This means parents are fully included and involved in their children's learning. Strong support for the children through routines and activities, encourages their independence and develops their skills in readiness for school. This includes early writing and word recognition.

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

Secure relationships and strong attachments ensure children are happy and confident with the childminder. She knows the children well. Therefore, she is effective in meeting their care and learning needs. Children are settled because the childminder successfully gets to know them from the start of the placement with her. In addition, the childminder obtains detailed information from parents, which is regularly updated. Therefore, support is assured for all children as they move from home to the childminder's home. They are well prepared emotionally for the next stage of their learning, including for school.

The childminder is a good role model. Positive use of consistent strategies and age-appropriate explanations provide children with a clear understanding of acceptable behaviour. The childminder understands the challenges that can affect the behaviour of children and the frustration that they can sometimes feel. She has effective strategies in place to help support all children. As a result, children make significant progress as they develop coping mechanisms to manage their own behaviour. Children's self-esteem is enhanced as the childminder gives frequent praise and encouragement. They interact well with the childminder and develop their social skills as they learn to play more cooperatively with their peers. Children learn about social interaction and acceptable behaviour because they visit children's groups regularly. The childminder makes sure children are confident to independently explore their environment and therefore, extend their own learning. Children learn about different cultures and people through planned and spontaneous discussion and activities.

The childminder provides strong routines and activities so that children learn about being healthy. Generally, effective hygiene routines support children to learn about self-care. However, this is not consistent as children do not always wash their hands prior to eating snacks. Physical skills and exploration are soundly promoted, as children have daily opportunity to play in the garden, visit local amenities and children's groups. They learn about self-care and safety during activities and outings. The childminder uses conversations to enhance children's understanding about safety. During a story, the childminder talks to the children about wearing cycle helmets when riding a bicycle. She uses related books to highlight and examine the role of the emergency services.

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

The childminder manages her service efficiently and fully understands her responsibilities for child protection. She is clear regarding safeguarding procedures and what to do if she has a concern about a child in her care. Therefore, children's welfare is promoted well. All required household members are suitably vetted. Potential hazards are identified and minimised as the childminder conducts regular risk assessments. She has established a portfolio of policies and procedures to support the safe and efficient management of the service provided. The childminder shares these with parents so that they have an insight into her role and responsibilities. All other required documentation is in place and well maintained. The childminder gathers the required information from parents to promote children's health and well-being. Consequently, children are safe and their welfare is assured.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She carefully monitors, assesses and tracks children's progress to make sure activities correctly focus on the individual child's age and stage of development. She ensures all children receive a worthwhile experience as she adapts activities to meet their needs. The childminder has completed all required, and additional, training courses. The recommendations from the last inspection have been addressed. This means that she is committed to continue to improve and develop her setting and promote children's welfare. Children and parents assist in the continuous improvement of the setting. Parents share their opinions by discussions with the childminder. Children confidently share their views about activities and what they want to do. All of this means that parents and children have a sense of ownership and involvement.

The childminder has developed good relationships with parents. They are well informed about their child's care and the activities they have participated in. The childminder provides parents with a good range of information. This is presented through discussion and written information. The childminder supports children who attend other settings as she has secure links with them. Therefore, the childminder provides children with a strong foundation for their continued learning and development. The childminder is confident regarding linking with other agencies and professionals to support children when the need arises. This results in a good exchange of information among carers.

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	501016
Local authority	Sheffield
Inspection number	869112
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	06/10/2008
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
Manchester
M1 2WD

T: 0300 123 4234
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