

Inspection date	07/11/2014
Previous inspection date	02/10/2008

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 knows children well and ensures that resources and activities provided are appropriate and challenging. As a result, children make good progress towards the early learning goals.
- Children feel safe and secure, and settle well in the care of the childminder, as a result of her warm and nurturing approach. This enhances their emotional well-being.
- The childminder promotes the health and safety of the children very well and has a good understanding of her responsibilities for safeguarding children.
- Children enjoy a good variety of outings with the childminder, which gives them a good understanding of the world and promotes their social skills.

It is not yet outstanding because

- On occasion, parents are not always effectively supported by the childminder to promote and support their children's speech and language development.

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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises.
- The inspector looked at the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey and testimonials.

Inspector

Rachael Barrett

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 husband and adult children in a house in Wath-upon-Dearne, Rotherham. The whole of the ground floor and the rear garden is used for childminding. The childminder attends a childminder network group and other activities at the local children's centre. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll; three of whom are in the early years age group and attend for a variety of sessions. The childminder 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:

- support parents more actively in promoting and developing ways in which they can effectively support their child's speech and language development.

Inspection judgements

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

Children make good progress in their learning and development when they are with the childminder as she understands how to promote their learning through play. She provides a good range of activities and learning experiences for children, both inside and outside, based on their interests. Children have individual learning records that reflect their starting points, ongoing progress and possible next steps in learning. The childminder uses this information well to plan activities that target children's specific individual learning and development needs. As a result, any gaps in children's learning are identified, and swift intervention can be sought, if necessary. The childminder is fully aware of the requirement to complete the progress check for children between the ages of two and three years and to provide parents with a written summary of their progress in the prime areas of learning.

The childminder supports the children well to develop their communication and language skills by engaging in conversations with them and role modelling effective language. For example, as the children enjoy playing with the emergency vehicles, she talks to them during play, describing people who help them, naming different vehicles and encouraging them to respond by using their emerging language skills. However, on occasions, the childminder does not always ensure that parents are fully aware of how they can promote and support their child's communication and language development at home to ensure that children make swift progress in their learning and development. For example, she has not discussed with parents about supporting children to reduce their reliance on use of

dummies and bottles.

A range of age-appropriate books are available for children, which they enjoy sharing with the childminder. Consequently, this helps promote a love of books. Early literacy is promoted as children are encouraged to find their name card, and photograph, which they then post in the post box to confirm that they are present. The childminder successfully promotes the children's mathematical development, through daily activities, as they play with shape sorters, puzzles and by counting objects. Children express themselves and explore different colours through painting activities. The childminder promotes the letter and colour of the week and incorporates these effectively through everyday play activities. Consequently, children are gaining the necessary skills and competencies to prepare them for the next steps in their learning, including the move to school.

The childminder has developed good relationships with the local school and other early years settings. She is part of a network of childminders that meets up at the local children's centre. The childminder uses her local environment, and good quality resources, to support her in promoting children's understanding of the wider world, people and local communities.

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. The environment is well resourced and supports children's development across all areas of learning. As a result, children are gaining confidence and are becoming independent learners, which supports their all-round development and emotional well-being. For example, the childminder encourages children to chop their own fruit at snack time and to feed themselves at meal times, which supports them in developing independence. The children settle quickly in the home as the childminder works closely with parents to ensure the children's individual needs are met. Parents are effectively encouraged to share what they know about their children before they start with the childminder. This includes the children's likes and dislikes, what they enjoy doing, how they usually settle, important people in their lives and home routines.

Children are taught to keep themselves safe because the childminder teaches them how to climb steps safely, cross the road and only to run outside. Children know how to stay healthy by washing their hands after toileting and before meals because the childminder teaches them effective strategies to support their understanding of health and hygiene from a young age. At meal times, the children are helped to develop an awareness of healthy eating because the childminder provides healthy meals and snacks, including fruit, vegetables, salads and drinks. She talks to children about the importance of being healthy so that they continue to grow and develop. For example, the children understand the importance of cleaning their teeth following a visit from the local dental hygiene nurse. In addition, children's enjoyment of the outdoor area means they receive plenty of fresh air and exercise through regular trips to the local parks. Children enjoy active learning and physical play in the childminder's garden through a variety of ride-on toys, hoops and balls, the climbing frame and a slide.

Children are emotionally well prepared for their move on to other early years settings, and school, as they become familiar with a range of environments and gain the social skills they need to make friends and socialise with their peers. The childminder sets clear boundaries for behaviour and respect. Good manners are promoted at meal times and through everyday routines. She gives praise for good behaviour which promotes children's self-esteem.

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

Children are kept safe because the childminder is aware of the potential indicators of abuse and neglect. She is clear about the required procedures and all relevant contact details are readily available for use, should she have concerns regarding a child in her care. The childminder has ensured that she, and all adults in the household, have undergone the required vetting to ascertain their suitability. This further reassures parents of their children's welfare being a priority. The childminder takes action to reduce the risks of accidents in her home and ensures children are safe on outings through carrying out regular risk assessments. Records are maintained that promote children's well-being and children are kept safe as the premises, including the outdoor area, are kept secure by the childminder. As a result, children are cared for in a safe environment.

The childminder enables children to experience a broad and balanced range of activities and outings that actively promote their good progress. She has a good understanding of her responsibilities to implement the required educational programmes. Children's learning and development is closely monitored through observations and assessments. To further enhance her provision, the childminder monitors and evaluates her practice to identify any areas in need of improvement. The childminder is an experienced practitioner with a good understanding of how children learn. She has developed good partnerships with children and their parents and has a clear knowledge and understanding of the support that is available through external agencies. The childminder understands the need to have partnerships with external agencies to ensure that children receive the appropriate support and interventions they need to support their progress. The partnership with the local school is very good which effectively supports individual children with their preparation and move to school.

The childminder demonstrates a firm commitment to improving her practice, and reflects on her progress as a childminder, through her effective self-evaluation. She is able to identify particular strengths and weaknesses and has regard and commitment for improvement. Parents' views are sought through comment forms, which the childminder plans to use to continually develop, improve her practice and drive children's progress.

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	500646
Local authority	Rotherham
Inspection number	869092
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	02/10/2008
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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