

Inspection date	11/11/2014
Previous inspection date	14/10/2008

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 teaching is good. She meets children's individual learning needs and monitors their development well. This means that children make good progress and any areas requiring further support are promptly identified and met.
- The childminder enriches children's learning as a vast range of outings significantly helps them to build upon their interests and extends their knowledge.
- Children feel safe and secure and form warm attachments with the childminder and their peers because of the warm environment the childminder provides. This means they are emotionally well prepared for the next stage in their learning.
- The childminder demonstrates clear understanding of working in partnership with parents and other providers, to promote children's learning and development.
- The childminder manages her provision well. She has a good knowledge and understanding of safeguarding and, as a result, children are safe and secure.

It is not yet outstanding because

- The childminder, on occasion, does not maximise children's learning, as she does not always extend themed outings by relating them to relevant routines and activities.
- The childminder misses opportunity to extend children's good sense of self even further, as she does not use photographs of the children's family significant people, pets and favourite things to support their learning.

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 and play with the children.
- The inspector held discussions and a joint observation with the childminder.
- The inspector looked at samples of children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of other adults in the home.
- The inspector also took account of the views of parents and children through testimonials.

Inspector

Yvonne Layton

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in Sheffield, in South Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends children's groups and outings on a regular basis. She collects children from the local schools. There are currently 10 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays, two weeks at Christmas and family holidays. Hours are flexible depending on the parent's needs.

What the setting needs to do to improve further

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

- maximise the impact of themed outings by consistently linking them to related activities and routines, in order to extend children's already good learning even further
- build on children's already strong sense of self, for example, by extending the use of photographs of their own extended family, significant people, pets and favourite things.

Inspection judgements

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

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She teaches young children the key skills they will need to support their future learning well. The childminder's quality of teaching is good. She provides a good range of well-balanced activities that take account of the individual children's development and the next steps in their progress. Activities place a high focus on the prime and specific areas of learning. The childminder observes children as they play and makes sure they are making progress across all areas of learning. She tracks their learning in line with expected developmental milestones. Children's next steps in learning reflect their ability. This means they receive challenge and consolidation to help them make continuous progress. The childminder shares information with parents verbally and through the development files. She completes regular reports and the progress check for children aged between two and three years, in consultation with parents. Any areas of concern are quickly highlighted and steps taken to further support the children. The childminder is proactive in encouraging parents to share their views about their child's development from the start of their child's placement. She has well-established routines to

encourage parents to extend children's learning at home. This means the childminder makes sure that children gain the skills they need to be ready for the next stage in their learning, including starting at nursery or going into reception class.

The childminder provides a balance of adult-led and child-initiated activities that enthuse and stimulate children's interests. She proactively follows and uses their individual interests to extend and enhance their learning. For example, children's interest in animals is enhanced because they visit the pet shop in a garden centre and animal farms. Children learn about caring for and respecting animals when they interact with the childminder's dog. The childminder is highly committed to provide children with a rich range of varied outings, based on their interest. She carefully considers each outing to make sure that all of the children gain from the experience. Children learn about the wider world and technology when they visit museums and interactive exhibitions. They gain a sense of history and progress during a visit to a fire and emergency service museum. The children interact with, learn and talk about the historical machines and how emergencies were dealt with historically. However, the childminder does not always link themed outings to other related routines and activities, thereby maximising children's learning. For example, she does not link the trip to the fire and emergency services' museum to the regular fire evacuation she completes with the children or relate to the occasions when they watch the emergency services during walks. This means there are missed opportunities to enhance children's learning even further.

The childminder supports children's communication and language development well. She models good use of language and engages children to think critically, as she challenges them with open-ended questions. For example, as children play with a doll's house and select different items, the childminder asks, 'what is in the fridge?' and 'which door is open and which is closed?' This means children build on their vocabulary and confidence in speaking. Children extend their understanding of numbers and colours as they count the doors and identify the colours in the house with the childminder. She supports children's early writing skills and creativity well. They make their own designs and creations, as they use their own notebooks and freely choose their own art and craft resources. Younger children extend their skills as they use a play computer. They develop their fine skills and learn about tools as they select buttons. This results in the children singing and dancing to their favourite song.

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

The childminder's close and caring relationships and strong attachments ensure children are secure, happy and confident with her. The childminder works closely with parents to support children's care needs effectively and ensure they make a smooth move to her care from home. She obtains detailed information from parents when children first start with her, which is continually exchanged. This means she is effective in meeting children's care and learning needs. Children are well prepared emotionally for the next stage of their learning, including school.

The childminder is a good role model and her positive use of consistent strategies and age

appropriate explanations provide children with a clear understanding of acceptable behaviour. She and the children interact well with each other. The children develop their social skills because the childminder supports them to learn to play more cooperatively with their peers. The childminder is respectful to the children, she gives them choice and waits for them to make decisions. This gives children the confidence to independently explore their environment and, therefore, extend their own learning. The childminder shows good levels of interest in what children say and do. She gives frequent praise and encouragement. Children learn about social interaction and acceptable behaviour because they visit children's groups and undertake outings regularly. Consequently, children display very little unwanted behaviour because they are well occupied, feel valued and have good levels of self-esteem and confidence. The childminder is skilled at encouraging children's independence, inclusion and learning during play and daily routines. She engages children well in learning about different cultures and people through planned and spontaneous discussion and activities. The childminder provides children with the opportunity to learn about the local community as they explore the shops, library and local area. The childminder, overall, is effective in promoting children's sense of self. She knows the children and their families well. However, she does not enhance children's sense of belonging to its full potential because she does not consider children's extended family and other significant events in their lives. For instance, she does not use family photographs as a resource to support and enhance children's sense of self.

Children have a wide range of opportunities to learn about being healthy through activities and discussions. The childminder makes sure they have fun taking part in vigorous play opportunities each day. For example, they extend their physical skills as they walk in the local area, visit themed amenities and the park. Children enjoy activities in the garden, such as swing-ball, traditional games and water sprays. The childminder increases children's understanding about health and hygiene through established daily routines. For instance, she provides clear explanations about why they must wash their hands, including after interacting with animals. Consequently, children's health is protected. The childminder provides good opportunities for children to learn about food and healthy eating, as they cook and bake and enjoy food related activities, such as board games. Children proactively learn about personal safety because they respond to the childminder's clear safety procedures, both in the home and when on outings.

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, the childminder promotes children's welfare well. All required household members are suitably vetted. The childminder identifies and minimises potential hazards because she conducts regular risk assessments and daily visual checks. 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 assured.

Strong partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, parents are confident to leave their children in the childminder's care. The childminder has a high focus on supporting the families' needs. The two-way sharing of written and verbal information enhances parents' experiences and extends children's learning. This, combined with parents having access to the children's files and the childminder's portfolios, means that they are clear about how their child is cared for and how their learning is promoted. Children and parents effectively assist in the continuous improvement of the childminder's provision. Parents share their views through discussions, questionnaires and testimonials. Children's views are actively sought. For instance, children create pictures and write about what they like to do when they are with the childminder. All of this means that parents and children have a real sense of ownership and involvement. The childminder works closely with other agencies, when the need arises, to make sure children's needs are met. Good relationships with other provisions the children attend ensure continuity of children's care, learning and development and results in a good exchange of information among carers.

The childminder carefully monitors, assesses and tracks children's progress to make sure activities correctly focus on the individual child's development stage. She ensures all children receive a worthwhile experience, as she adapts activities to meet their needs. The childminder has addressed the recommendations raised at the last inspection. She has completed all required training and many additional training courses. For instance, she has completed a baby signing and communication course. The childminder reflects on her practice well. Her self-evaluation and continuous professional development is enhanced, as the childminder completes a written evaluation of all aspects of her setting and consults with other childminders to share good practice. This means children's learning and care is strongly supported because of the childminder's commitment to develop her own skills and the quality of her setting.

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	300606
Local authority	Sheffield
Inspection number	867249
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	14/10/2008
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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