

Inspection date

04/12/2014

Previous inspection date

29/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has positive relationships with children and they are happy in her care. The children play with a varied range of resources and experience activities that sufficiently cover all areas of learning.
- The childminder has a sound understanding of her responsibilities in dealing with child protection concerns. She implements appropriate procedures to promote children's health and she regularly checks her home and equipment to ensure children play safely.
- The childminder regularly talks to other settings children attend, so that she finds out about their learning and experiences. This promotes some consistency when planning activities to support their development.

It is not yet good because

- The childminder does not maintain records of the required personal details for all children. Therefore, she cannot guarantee their safety.
- The childminder is not consistently assessing children's learning, including completing a progress check for children between the ages of two and three years. As a result, she is not always planning challenging activities to support children to make good progress.
- The childminder does not always gather comprehensive information from parents about children's starting points to support planning for their needs from the start.
- The childminder does not always address identified weaknesses quickly enough. Therefore, she is not focusing sufficiently on improving children's achievement.

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 indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector discussed children's assessments and planning for their learning.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, also a registered childminder and their two children in Southey Green, Sheffield. The whole of the ground floor, first floor bathroom and bedroom and garden are used for childminding. The family has a cat as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and other places of interest with children on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently 11 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 for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain a record of the following information for each child: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with and their emergency contact details
- make better use of information from observations to accurately assess children's level of achievement, including completing the written progress check for children between the ages of two and three years, so that clear next steps are identified to consistently challenge and support children in making good progress
- obtain comprehensive information from parents about children's starting points, so that assessments are precise and accurate to support children to make the best possible progress from the start.

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

- develop effective action plans to swiftly address identified weaknesses, so that improvements are consistently successful in supporting children's achievements over time.

Inspection judgements

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

Overall, the childminder has a sufficient understanding of how young children learn and develop. However, the quality of teaching is variable. Therefore, she is not consistently supporting children to make good progress in their learning. The childminder observes children and this means she has a sufficient understanding of their abilities and areas where they need support. Overall, she plans appropriate experiences to support this. For example, she helps older children to develop their pre-writing skills through drawing and colouring activities. Consequently, this contributes to children developing some of the skills they need in readiness for their learning in school. The childminder is aware of guidance she can use to assess if children are progressing and showing typical development for their ages. However, her assessment arrangements are not secure enough to ensure children make the best possible progress they can. This is because, although she knows she must complete the written progress check for children between that ages of two and three years, she has not done this for all children. In addition, she is not fully involving parents in initial assessments so that she gathers comprehensive information about children's starting points and existing skills. Therefore, she is not using assessments of children's progress to identify concerns or to plan activities to consistently challenge and improve their learning and development. This means, at times, children are not engaging in age appropriate activities, such as being provided with a range resources to encourage babies and younger children to explore and investigate their surroundings. Other aspects of the childminder's practice appropriately supports children's progression. The childminder is actively involved in children's play, and she positively interacts with them. For instance, she responds to babies' babbles and coos; she names objects and talks to them during everyday routines. This promotes their language and communication development.

The childminder makes the best use of her space to provide opportunities for children to make their own choices in play. She arranges a small selection of resources around her home, and regularly changes these, which means children experience a variety of activities throughout the day. In addition, older children are confident to ask for resources that are not readily available. Overall, although some activities lack challenge, the childminder provides resources and experiences for children that that cover all areas of learning. Furthermore, the childminder ensures she reflects children's likes and interests when planning activities. This means children are happy and they engage in things that they enjoy such as art activities. As a result, children stick, create and use their imagination as they design their pictures. The childminder regularly takes children on outings, so that they can explore nature and learn about the world in which they live. In addition, when on these outings, children count the cars and other objects, and this helps them to learn about simple mathematical concepts.

The childminder has positive relationships with parents and she verbally shares information with them at the end of the day. For instance, they discuss children's routines, care needs, observations about children's achievements or any concerns. Therefore, the childminder shares some information about children's progression. However, these

arrangements are not secure enough to fully involve parents in their child's learning.

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

The childminder works well with her co-childminder. They have established familiar routines, such as school runs, to ensure children know who will be collecting them. This also ensures the day runs smoothly, which means they provide a calm learning environment for children. They both work closely with children. As a result, the childminder's relationships with the children are positive. She uses settling-in visits, so that children gradually become familiar with her and their new surroundings. During these visits, the childminder discusses children's care arrangements and needs with parents. For example, she finds out children's sleeping routines, so that she can incorporate these into the day, which promotes continuity for children. In addition, she encourages children to bring any special personal items, such as comforters or favourite toys to help them settle in her care. These relationships and continuity, results in children being happy, and they feel emotionally secure and safe in her care. The childminder makes use of groups to provide opportunities for children to mix and socialise with their peers. This supports children's personal, social and emotional development. This contributes to children having the confidence and emotional security to embrace their future learning, such as starting school or nursery.

The childminder appropriately promotes children's health and she encourages them to lead a healthy lifestyle. She provides healthy meals and snacks to support children's growth and development. Children have regular opportunities to enjoy the health benefits of playing in the fresh air. They play in the garden, go on walks and outings, such as visits to the park, so that they can climb, use apparatus and enjoy the freedom of open spaces. These activities encourage children to be active, and this supports their physical development. The childminder implements appropriate health and hygiene practices so that she maintains a clean and safe environment for children to play. This includes children washing their hands at appropriate times throughout the day, which helps them to learn about the importance of their own personal care needs. Children are developing a sound understanding of ways in which they can keep themselves safe. For example, on walks, children discuss road safety so that they understand the dangers and risks they may encounter.

The childminder appropriately manages children's behaviour. She provides consistent boundaries, routines and explanations, so that children learn to be kind to others, share and take turns. She recognises and praises children's achievements, which means children have positive self-esteem. She talks to children in a calm and kind manner and she understands the importance of dealing with inappropriate comments, such as remarks that may upset or humiliate children. Consequently, children behave well and they have positive relationships with others.

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

The inspection was prioritised following concerns being raised about the provider's ability to safeguard and promote children's welfare. This related to managing children's behaviour, planning for their learning, working with parents, safeguarding practices, safety, risk assessments and food preparation. We found that following an incident where a child received a burn, the childminder reviewed her risk assessments concerning serving food. She now ensures she cools food to appropriate temperatures before serving it to children to minimise the risk of injury. She manages children's behaviour appropriately and she understands the importance of dealing with concerns about how others deal with incidents of behaviour. We found that children have access to a varied range of resources and activities. However, the childminder's assessment arrangements, including involving parents in their child's learning is not supporting children to make the best progress they can. We found that the childminder understands her responsibilities in safeguarding children. She accesses safeguarding training and she implements adequate procedures to ensure she protects children from harm. She is aware of the possible signs of abuse and neglect and she knows the procedures for reporting concerns about a child's welfare. This understanding and knowledge of child protection issues, contributes to safeguarding children. The childminder provides a safe learning environment for children to play. She manages this appropriately because she supervises children's play; she carries out regular safety checks and risk assessments. This means she puts in place appropriate precautions to reduce hazards and risks for children. For example, she supervises children when cooking to ensure they are unable to access the oven.

The childminder maintains and implements a number of written policies and procedures that contribute to keeping children safe. For example, procedures for the safe administration of medication and the recording of any accidents. However, the childminder is not maintaining a written record of all children's details, such as their name, address and parent's contact details. This means she is not meeting requirements for the Early Years Foundation Stage or for the compulsory and voluntary parts of the Childcare Register. The childminder is aware of these details, which means she is able to contact parents in an emergency. However, by not keeping these records, she cannot fully guarantee children's safety.

The childminder is aware of the importance of monitoring and evaluating her service and practice. She has taken some steps to address recommendations from her last inspection. For example, the development of the garden, the addition of new resources and making better use of outings, improves children's outdoor learning experiences. When playing outdoors, children can now engage in mark-making activities, they use the playhouse for role play and, on outings, the childminder now involves children in counting activities. However, evaluation is not secure enough to promote a sustained plan of improvement. For example, the childminder is aware of her weaknesses in assessing children's learning, but she has not taken swift enough action to address these. Therefore, her action planning is not supporting children to consistently achieve to the highest level. The childminder accesses training, such as safeguarding courses so that she is aware of her role in protecting children from harm.

The childminder explains that she welcomes any feedback from parents and she encourages this through discussion. Furthermore, she has a clear complaints policy, if they

wish to raise any concerns. The childminder keeps parents informed about her service through sharing her written policies and procedures. She understands the importance of working with other settings children attend, such as school or nursery. Since the last inspection, she now shares more information with them about the topics children are learning about in school or nursery. She plans activities to support their learning in these other settings, such as helping them to write their own name. This information sharing, and planning, promotes continuity in children's learning. The childminder recognises the necessity of working in partnership with other professionals or external agencies if children need additional support or help. This enables her to take appropriate action to promptly address children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep records of the following information: the name; home address and date of birth of each child and the name; home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep records of the following information: the name; home address and date of birth of each child and the name; home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register).

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	EY358942
Local authority	Sheffield
Inspection number	999352
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	29/03/2011
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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