

Inspection date	10/12/2014
Previous inspection date	21/04/2010

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

- Children build good relationships with the childminder, which helps them to feel emotionally secure. Frequent praise and encouragement successfully promotes their confidence and self-esteem.
- The childminder has a strong commitment to improve her setting. Her plans for further development are well targeted to strengthen her practice.
- Children are effectively protected from harm as the childminder demonstrates a clear understanding of her responsibilities with regard to protecting children. As a result children are kept safe.
- The childminder has a good understanding of how children learn and provides a wide range of experiences to promote their learning through play, conversation and outings into the local community. As a result, children make good progress in their learning.

It is not yet outstanding because

- The childminder does not gather detailed information from parents to give a robust view of children's development level when they start, in order for her to plan for their emerging needs and interests from the start of the placement.

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 toured the premises used for childminding.
- The inspector discussed the provision with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector took into account the views of parents obtained through questionnaires and testimonials.
- The inspector reviewed development records, planning documentation and a selection of policies and procedures.
- The inspector checked the childminder's training record, evidence of current qualifications and evidence of suitability for household members.

Inspector

Christine Walker

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Sheffield. The whole of the ground floor of the premises and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local library. She is a member of a local childminding group. She visits the shops and park on a regular basis. She collects children from the local schools. The childminder holds a relevant level 3 qualification. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- enhance the information gained from parents when children first start, to include more details of their abilities and use this to identify their starting points, to plan suitable activities from the start.

Inspection judgements

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

The childminder has a good understanding of how children learn and she effectively supports their development, so they make good progress in their learning. Overall, she uses a variety of good quality teaching strategies to promote children's learning during activities. For example, young children enjoy playing with dough. The childminder knows the children well and provides a range of tools that will challenge their developing physical skills and interests. She supports them to roll the dough into sausages, make handprints, and develop their fine motor skills by squashing, poking and pulling the dough into small pieces to make sweets. They count the sweets together introducing basic number skills. There is a strong emphasis on child-initiated play and this is highly supported through positive interaction from the childminder. As a result, children make good progress in their learning and development. The children experience a wide range of activities both in the childminder's home and on visits in the local community, which support and extend all areas of learning and development. For example, they have visited the local dentist and fire station and been on train journey to the seaside. Children develop their imaginative play and re-enact experiences from home as they play with the doll and buggy. They feed her from a bottle, take her for a walk and enlist the childminder's help in changing her nappy.

The childminder makes regular observations of children that are linked to the different

areas of learning. Through the childminder's observation and planning process she identifies what they are able to do and what their next steps in learning will be. Observations are used to inform ongoing, accurate assessments of their achievements. The childminder clearly tracks children's progress using information about child development on a tracking sheet. However, the childminder does not gain sufficiently detailed information from parents about their child's starting points, and about what they like to do at home at the start of the placement. Therefore she is unable to take this information into account when planning activities and extend children's rich learning experiences right from the start. Parents keep the childminder up to date with their child's emerging interests and abilities and they share details of their achievements at home. These are celebrated by putting a leaf on the 'achievement tree' and shared with the group. Children are acquiring the skills, attitudes and dispositions they require for their next stages of learning through the childminder's sensitive, caring guidance and approach. She ensures that children accompany her on the school run, so that they become familiar with the new setting and the teachers. For older children, the activities complement the learning that takes place at school.

Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. The childminder's teaching promotes children's language and communication skills effectively by using commentary, explanation and repeating their single word utterances such as 'banana' and 'teddy'. This all helps to develop children's understanding of language and new concepts. The childminder reads to children and they enjoy cosy story times together, as they sit on her knee and share a variety of books. Children respond to her questions and identify animals and characters on the page. The use of puppets helps make the story interesting and helps maintain young children's interest. The childminder talks to the children all the time, naming objects and using simple sentences to describe what she is doing. She acts on toddler's gestures and words and rewards attempts to communicate with praise and smiles. This ensures that they know their utterances and gestures are valued. For example, young children play with a treasure basket of natural materials, exploring them and holding up objects for the childminder to name. This all helps to develop children's understanding of language. The childminder completes a progress check for children aged between two and three years, which are shared with parents. The childminder cares for a number of children who attend the local school. She has developed a good relationship with the staff and passes on message to parents and ensures that they work together to meet the children's individual needs.

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

Children thrive in the warm and welcoming family home provided by the childminder. The childminder is a good role model, who puts children's needs and interests first, and is approachable and friendly. Children form secure attachments to the childminder, because she uses information from parents about children's preferences and comforters and daily routines, to ensure there is continuity of care. The childminder provides a calm environment and displays genuine concern and affection for them. Good, warm and caring relationships between the childminder and children are evident. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive

support, praise and encouragement, which boost their confidence and self-esteem. The childminder ensures that children understand the need to share and how being kind to each other prevents children from being hurt or upset. For example, by enforcing the 'house rules' with older children and using simple explanations with younger children. Consequently their behaviour is good.

Good hygiene procedures mean that children learn from an early age the importance of hand washing before eating and after going to the toilet. Children have their own coloured hand towels and a low-level step encourages independence in the bathroom. The childminder provides age appropriate cups and beakers for ease of use and to further develop independence at snack and meal times. The childminder operates a healthy eating policy and children eat fresh fruit at snack time and healthy lunches provided by parents. Children are developing healthy lifestyle habits, because they walk daily home from school, play in the garden and visit the local parks and countryside. Children's understanding of how to manage their own risks is effectively promoted, because the childminder supports them as they learn to negotiate the steps into her home and garden. Older children are learning about road safety because the childminder makes her expectations about behaviour on the journey to and from school clear and she talks about how to cross roads safely.

The childminder is committed to keeping children safe. The home is safe and secure and toys and resources are checked and cleaned regularly to ensure they do not pose a risk to children's health or safety. Fire drills are practised regularly and records kept, enabling the childminder to ensure all children are given the opportunity to take part. Children engage in a wide range of physical activities, including visiting the local playgrounds and parks, soft play centres and outings to local woodland to further develop their physical skills. Children benefit daily from fresh air and exercise as they walk home from school. Younger children visit playgroups and meet regularly with other childminders in the locality. This all helps to develop confidence, independence and social skills outside of the childminder's home and therefore helps them prepare for the next stage in their learning.

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

The childminder has a sound understanding of her responsibility to safeguard children from harm. She has a good knowledge of what would cause her concern about a child's safety or well-being and what she would do to protect them. Information from training is used by the childminder to support her practice and inform her clear policies and procedures about how she would respond to issues and whom she would contact if she had a concern. All adults associated with the household have undergone checks on their suitability to be with children. The childminder holds a current paediatric first-aid certificate, and has recently undertaken further training on managing paediatric illnesses in an emergency. She takes a first-aid kit on outings to ensure children's accidents can be treated if the need arises. The childminder has a wide range of other policies that support the effective organisation of her setting. For example, children's emergency contact information and personal details are easily available at all times. The childminder completes risk assessments for aspects of the home and regular outings. These are

reviewed regularly and the childminder is continuously alert to ongoing checks that need to be made to ensure the environment is safe for children.

The childminder is very experienced and holds a relevant childcare qualification at level 3 and puts this knowledge to good use in developing her setting. She clearly understands how to successfully support children's learning and development. The childminder is an active member of a local childminder's group who meet at the local library. The group arranges joint visits to places in the local community and beyond. They share toys and equipment and provide parents with a back up childminder who the children know in cases of illness or emergencies. This positively enhances children's experiences of the wider community. Training is effectively targeted to improve her knowledge and then take the ideas and use them in the setting. For example, she has recently undertaken training on 'Children come first' and 'Every child a talker'. From this she has developed her communication skills and the use of open-ended questions to extend children's thinking and reasoning abilities.

The childminder demonstrates commitment to continually improving her provision and ensuring that it meets the needs of the children and their families. She clearly identifies her strengths and areas to improve. She demonstrates a clear awareness about this process being ongoing and the need to ensure that her knowledge of childcare is kept up to date. The childminder regularly reviews her practice through self-evaluation and parents' views are obtained by the use of questionnaires. The childminder has acted on the recommendations raised at the last inspection, for example, by expanding her observations and assessment system. The childminder has also developed the self-evaluation of her setting. This clearly identifies her priorities for improvement, for example, she is planning to change a bedroom into a dedicated playroom. This will enable her to allow the children free flow play through the patio doors into the garden and provide a wider range of free choice of activities. She is very clear on the benefits this will bring to the service she provides and has carefully thought through the changes she will need to make. Positive feedback from parents demonstrate their high regard for the childminder and the service she offers, with comments, such as 'everything you do with my child is brilliant. I can see how much she is growing and learning. She has been to more places with you than with us. All the places are varied and interesting for her.' Children and their families clearly benefit from the friendly relationships that exist between the childminder and parents. The childminder has developed good links with the local school and nursery, which enables the childminder to meet children's individual needs and maximise 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

Unique reference number	300001
Local authority	Sheffield
Inspection number	871652
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	21/04/2010
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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