

Inspection date

06/11/2014

Previous inspection date

12/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 has a good knowledge and understanding of the Early Years Foundation Stage. She uses effective methods of teaching, observing and assessing children's play and learning. This results in them making good progress in their learning and development.
- Children develop positive relationships with the childminder, which help them to feel secure in the environment and form strong attachments with her and their peers. This effectively supports their well-being.
- The childminder has formed secure partnerships with parents. She encourages them to share what children are doing at home, so that their learning and development is complementary.
- Children are well safeguarded. The childminder is secure in her knowledge of child protection. She has a clear understanding of procedures to follow and how to deal with any concerns that may be raised.

It is not yet outstanding because

- Partnerships with other providers where some children attend are not fully secure. Information about children's learning is not yet shared regularly in order to support and complement the learning that takes place in both provisions.

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 a range of activities and interactions between the childminder and the children.
- The inspector looked at children's assessment records, and a selection of documents, including the safeguarding policy, attendance records and children's information.
- The inspector engaged with children and held discussions with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all adults living on the premises and discussed the childminder's self-evaluation.

Inspector

Karen Byfleet

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 daughter in Sheffield. The childminder visits the local shops, parks and other places of interest with the children on a regular basis and she collects children from the local schools and nursery. There are currently four children on roll; all of whom are in the early years age group. All of the downstairs areas of the childminder's home, the bathroom on the first floor and the enclosed rear garden are accessible to minded children. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance partnerships with other providers where some children attend, by sharing information on a regular basis about children's learning in order to support and complement the learning that takes place in both provisions.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She plans and provides a good range of activities that are of interest to children and completes regular observations of their learning and gathers relevant information from parents when children start attending. This enables her to effectively monitor their progress and development and results in children making good progress from their starting points. The childminder develops positive relationships with parents and they share children's progress on a regular basis and talk about what children are interested in. This ensures a complementary approach to children's learning between the setting and home.

Teaching is good and the childminder fully supports children as she engages in their play, and enables them to make individual choices. There is a good balance of adult-led and child-initiated play as children participate in a wide range of activities that promote their learning. For example, children confidently use tools and resources to draw, write and paint to create their own pictures and practise their writing skills. A varied range of age-appropriate books are easily accessible to children and they enjoy looking at these both independently and together with the childminder, promoting their early literacy skills. The childminder has ongoing conversations with the children, asking age-appropriate questions and repeating words they attempt to say. This helps to further promote children's

language and communication development. The childminder fully interacts with children in their play, praising their efforts and achievements and introducing new words through the conversations she holds with them. The childminder understands the key principles of effective teaching and learning. She provides opportunities for children to develop their self-control, physical and mathematical skills through exciting activities. For example, as children play with coloured building blocks, the childminder helps children to identify and name colours that she has noted some children find difficult.

Children enjoy being outdoors, with regular use of the garden and visits to the local park, where they are able to access climbing and balancing equipment. Children's awareness and understanding of the world is extended, for example, as they plant and nurture their own flowers, fruits and vegetables. Overall, children are gaining the necessary skills to support their future learning in readiness for school.

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

Children are cared for in a warm and welcoming environment that is well resourced with a good range of age-appropriate toys and games. Through positive interaction, children form strong bonds and attachments with the childminder. They are confident within the environment and are comfortable with the childminder, enjoying how she engages and interacts in their play. The childminder is a good role model for children. She approaches behaviour management calmly and consistently, offering positive praise and recognising children's efforts and achievements. This helps them to develop their self-esteem. Through the childminder's vigilance and daily risk assessments of resources and the environment, children are able to explore and investigate their surroundings safely. This helps to further support their feelings of security. They learn to manage risks and keep themselves safe as they regularly participate in a range of physical activities that enable them to explore a variety of climbing and balancing equipment. Regular practises of the emergency evacuation drill, further promote children's understanding of how to keep themselves safe.

Young children are developing an awareness of their own personal care, for example, by washing their hands before eating. They are able to access their own individual drinks, which are regularly replenished by the childminder throughout the day. Children benefit from regular outings to the local parks and walks within the local community. During such times, children learn how to keep themselves safe because they are taught about environmental dangers, such as roads. They learn how to take risks using large scale physical equipment, such as swings, slides and climbing apparatus with due care. Their access to the garden, regular visits to local parks and walking to the school to collect older children, help to further support and enhance children's health and well-being.

The childminder gathers detailed and relevant information from parents when children start attending. This provides her with a base for establishing children's individual routines and helps with settling them into the provision. The sharing of information and the settling-in visits she offers, ensures the move between home and the childminder's provision is a happy and positive experience.

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

Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse. She is clear about the process to follow in the event of any concerns and she has attended appropriate training in this area. A range of written policies and procedures, including a safeguarding policy are fully in place and shared with parents. Effective procedures, such as daily risk assessments ensure children are able to play in a safe and secure environment. Required documents, such as daily registers of children's attendance, accident and medication records, children's information records and a valid first-aid certificate, are all in place and support children's welfare.

The childminder evaluates her provision and is effective in identifying areas for further improvement. She welcomes the support of the local authority to help her achieve her aims and is keen to maintain and update her training and professional development. Parental views and comments are positively appreciated by the childminder, and she uses these to ensure she fully meets their needs, wishes and requirements. The childminder has a good awareness and understanding of how to complete the progress check for children between the ages of two and three years. This, coupled with her secure knowledge and understanding of the learning and development requirements, means activities that she plans and provides, successfully encourage children's ongoing progress and development.

The childminder has developed good partnerships with parents. She shares information about what the children have been doing on a daily basis through the use of daily diaries and also keeps them up to date with their children's progress by sharing their learning records on a regular basis. Partnerships with other providers where children attend have not yet been fully established to ensure information that is shared about children, totally supports and complements the learning that takes place in both provisions. Improvements since the last inspection are positive. The childminder has reviewed and updated her policies to reflect changes to new legislation and improvements to the way she observes and assesses children's learning means that they are now fully supported in their progress towards the early learning goals. The childminder clearly demonstrates a strong commitment to continually supporting children and to ensure the transitions between her provision and others is a positive experience for all children. As a result of the effective improvements made, children's welfare is assured and their learning and development is fully supported.

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	300605
Local authority	Sheffield
Inspection number	818615
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	12/12/2008
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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