

Inspection date	18/08/2014
Previous inspection date	07/01/2009

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 quality of teaching is good. The childminder provides a good range of educational experiences across the seven areas of learning that meet the needs of all children. Consequently, children are making good progress.
- The childminder provides a stimulating, well-resourced and welcoming environment. She is warm and friendly and builds strong relationships with children and their families. As a result, children form strong attachments, which supports their well-being.
- The childminder has a secure understanding of safeguarding and child protection practice. Therefore, children are kept safe from harm.
- Partnerships with parents are very good. Information is shared about children's learning and development. Consequently, there is a continuity of learning between the provision and home, which contributes to the good progress children make.

It is not yet outstanding because

- Children have fewer opportunities to develop their physical and auditory sensory experiences, such as playing with tactile materials including rice, soil, pulses, grain and sand.

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 playroom, dining room and outdoor environment.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation.
- The inspector took account of the views of parents, as recorded in written reference letters and thank you cards.
- The inspector spoke to children at the setting.

Inspector

Julie Thorpe

Full report

Information about the setting

The childminder was registered in 1995 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 the Brinsworth area of Rotherham. The living area of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and other local amenities. She visits the shops and park on a regular basis and collects children from the local schools 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 7.30am to 6pm, 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:

- provide further opportunities for children to explore and experiment with a range of media, such as rice, soil, pulses, grain and sand, to promote their physical and auditory sensory experiences.

Inspection judgements

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

The childminder provides a good range of educational experiences across the seven areas of learning that meet the needs of all children. Consequently, children are acquiring the necessary skills they need to support their readiness for school. The quality of teaching is good. The childminder incorporates a good balance of adult-led and child-initiated activities. She knows children's next steps in learning and plans well in order for them to make good progress in their learning and development and towards the early learning goals. Parents contribute their views about their children's abilities and work reciprocally with the childminder to assess their child's starting points. Children have individual learning journals and daily diaries. Thereafter, parents are provided with regular progress reports that keep them fully informed about children's development in each area of learning. In addition, parents are also actively encouraged to contribute information regarding their child's current interest, changes to home routines and any achievements children make at home. Accordingly, this shared approach demonstrates a continuity of learning between the home and the provision, and contributes to the good progress children make.

The childminder supports children's acquisition of communication and language skills by asking open-ended questions and giving children time to think and respond. She gives a good narrative of what she is doing so that even the youngest children can hear and associate words and meaning. For example, she picks up a child so that they can see their

reflection in the mirror, asking 'Can you find your ears?' As a result, children become confident in their use of language and putting context to words. Children are provided with interesting and challenging experiences. This is because the childminder has high expectations of all children. She carries out effect planning based on accurate assessments of children's learning through monitoring their individual progress. As a result, children are developing the key skills needed for the next steps in their learning.

Children are learning in a range of environments. For instance, they count different coloured cars on the way to school and read signs and information in the supermarket. There are many visual signs around the childminder's home, which cover the days of the week, the weather today and the alphabet. The childminder is aware that children learn at different rates and adjusts activities to suit children's individual needs. For example, having a range of reading material, picture books, comics and magazines available to support children's differing literacy abilities. Accordingly, children are reaching levels of development typical for their age and learning skills which will support their moves to school. However, they have fewer opportunities to access materials that support their sensory and tactile experiences. For example, opportunities to play with soil, rice, pulses, grain and sand.

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

The childminder provides a stimulating, well-resourced and welcoming environment. She is warm and friendly and builds strong relationships with children and their families. Children show warmth and affection towards the childminder. For example, they run to her and squeeze her legs when they are excited about being praised for good listening. The childminder forms very good relationships with parents before they start with her by offering several meetings. In addition, she provides opportunities for parents to bring other family members so that they are involved in helping children to feel safe and secure. Detailed care routines are completed by the childminder and parents, which helps to ensure that the move between home and the provision is supported well. These include any medical or dietary requirements for the child. Parents are invited to have settling-in sessions at different times of the day so that the childminder can get to know individual routines well, particularly for babies. As a result, children are emotionally prepared for changes to their normal routines.

The childminder supports children to take suitable and safe risks. Young children take part in making the outdoor environment safe for their play, by placing warning cones across the edge of a sloping driveway. Children take great pride in assisting the childminder to carry out tasks, to support their own well-being. They know and understand the routine for nappy changing and take pleasure in getting out the changing mat and other equipment to support this process. In addition, children position the step to support them to be able to use the washbasin independently. Older children inform the childminder of their good toileting routine, including flush pulling and hand washing. Consequently, children are learning skills to keep themselves and others safe and healthy. The childminder provides opportunities for children to try new foods, as they have tasting days where they share taste experiences together. They discuss what is healthy for them and the importance of dental hygiene routines. As a result, children are aware of their own

hygiene and personal needs.

Children are learning effective strategies for dealing with their emotions. The childminder is a good role model who demonstrates consistency and patience, remaining calm when dealing with challenging behaviour. She uses praise and positive reinforcement to support children's acts of kindness. Children are encouraged to share resources and take turns, while being aware of and respecting each other's feelings. As a result, their behaviour is good. Children's self-esteem is growing because the childminder values them all as individuals. She listens to them and is aware of their differing needs as they undergo changes in their personal circumstances. This provides children with a safe and caring environment in which they can share their concerns. As a result, children form secure attachments and are emotionally prepared for the next stage in their learning.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Her knowledge of child protection issues is secure, as she has attended safeguarding and multi-agency training. She is fully aware of the potential signs of abuse and neglect and she understands the procedures for reporting any concerns. The childminder completes detailed risk assessments and daily checks to ensure that children are well protected and can play and learn in a safe and secure environment. The childminder holds a current certificate in paediatric first aid and ensures that the administration of medication and accidents are recorded accurately and shared with parents.

The childminder provides a broad range of experiences that help children to make good progress towards their next steps in learning. The educational programmes reflect the children's interest, age and stage of development. An effective observation, assessment and monitoring system is in place to provide accurate information on children's progress. Consequently, the childminder is able to quickly identify and support children who are not developing at expected levels and put in place early intervention. As a result, all children are able to access good quality teaching, care and learning. The childminder reflects on her practice through self-evaluation. She has identified some realistic improvements for the future to enhance the quality of the learning and care the children receive. Since her last inspection, she has improved her required paperwork, observation and assessment of children, including children's interests and next steps. The childminder has been proactive and designed her own form to gain and share information with the local nursery.

Partnerships with parents are very good. The childminder regularly shares children's achievements and progress. For example, parents have well-documented daily diaries covering children's care routines and any activities or outings that they have been involved in. She asks parents to contribute weekly with their own events and children's achievements. The childminder seeks the views of parents and children through questionnaires and 'thought clouds'. For instance, children draw or write about their favourite activities, what they would like to do, play with or visit with the childminder.

Accordingly, the childminder can tailor her services to meet the needs of the families she is childminding for.

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	302964
Local authority	Rotherham
Inspection number	876689
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	07/01/2009
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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