

Inspection date	23/08/2013
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The partnerships between parents, other providers and external agencies are excellent. This ensures that children's individual needs are skilfully identified, and exceptionally well met.
- The childminder's practice is based on her excellent knowledge and understanding of the areas of learning. This ensures children make rapid progress in their learning from their starting points.
- Children are highly motivated, and they are enthusiastic learners. This demonstrates an excellent disposition to learning.
- The childminder has high expectations for all practitioners. The system to monitor their performance and its impact on children's learning is robust. This ensures that very high standards are achieved for all children.

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 inside and outside environment.
The inspector looked at children's assessment records, evidence of practitioner's suitability, and a range of other documentation including policies, procedures and risk assessments.
- The inspector also took account of the views of parents obtained through questionnaires, and the childminder's evaluation of her provision.
- The inspector carried out a joint observation with the childminder, and spoke to children.

Inspector

June Rice

Full Report

Information about the setting

The childminder was registered in 1999. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children, and one child aged fourteen years, in a house in Wickersley, near Rotherham. The whole of the ground floor and one upstairs bedroom are used for childminding. There is a garden for outside play. The family has two dogs, four cats, four hens, two ducks, four guinea pigs, three rabbits, a parrot, cold water and tropical fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 23 children on roll, of which 14 are in the early years age group and attend for a variety of sessions. She operates all year round from 7.15am to 6pm, Monday to Friday, except bank holidays and two weeks at Christmas. She is a member of the Professional Association for Childcare and Early Years. The childminder and her co-childminder hold an appropriate early years qualification at level 3 and employ five members of childcare staff. The childminder may work with another childminder and/or assistant.

What the setting needs to do to improve further

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

- develop further the excellent opportunities for children to explore the natural world, by, for example, providing opportunities for children to explore and investigate the effects of weather in their environment

Inspection judgements

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

The childminder has an excellent understanding of how children learn and her teaching is securely based on her expert knowledge and understanding of the seven areas of learning. The childminder demonstrates very high expectations for all children and this is reflected in the quality she expects from her co-childminder and assistants. The planning of the learning programmes is a joint effort with practitioners sharing information about

their key children. As a result the rich and varied opportunities successfully extend all children's learning and development. The childminder actively contributes to children's independent learning as she skilfully observes what children are interested in. The childminder extends children's learning through her excellent use of open ended questions and she listens carefully to what children are saying. This helps children to develop their own communication skills, they become good listeners and show an understanding of what is being said. For example, the childminder extends a simple counting activity by skilfully introducing simple addition. She asks 'if we put one more on, how many will that make?' Children take time to consider the answer while doing the simple addition out loud, then give the answer. They smile proudly as they are praised for good concentration. Consequently, children learn to think and talk about what they are doing, and this helps them to consolidate their own learning.

The childminder affords the utmost priority to planning of an environment that successfully incorporates all seven areas of learning and provides a wealth of interesting and varied activities and resources. For example, the environment is rich with letters, numbers, shapes and colours. Children's curiosity in nature is enhanced as they help to care for hens, and learn about eggs turning into chicks, and chicks becoming hens. This helps to keep children motivated and eager to learn. There is some scope to build further on the excellent outdoor experiences provided by, for example, extending opportunities for children to explore and investigate the effects of weather in their environment.

The systems for observing and assessing children's progress are excellent. The childminder and other practitioners make excellent use of information from parents about what their children can do to effectively plan for their first day. There is a strong focus on supporting children's personal, social and emotional skills develop during their transition from home to the provision. For example, parents provide lots of information about key family members, their names and relationship to the children. Children visit for small periods to help with the transition, initially with parents, progressing to being left for short periods. Children's routines and preferences are detailed and this ensures that children settle very quickly.

The professional working partnerships that have developed between parents, carers, other early years professionals and outside agencies, have significantly enhanced the opportunities for children. The childminder has successfully secured timely interventions and support and this is extremely effective in ensuring that all children acquire the skills required to make sure that they are very well prepared for their next transition in learning. The excellent systems in place for assessing children's progress in all seven areas of learning include robust evidence clearly linked to the individual areas of learning. The childminder confidently identifies the correct development bands that children are presently working within and their next steps in learning. The childminder's understanding was clearly supported by the joint observation and the subsequent discussion that was carried out. Parents are able to access their children's progress record independently through a secure system, which also provides them with the opportunity to upload photographs and written observations they wish to share with the childminder. This ensures that parents are fully involved in their children's learning.

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

The key person system is well embedded and this ensures that parents and children are introduced to their named key person during the settling in process. This enables a strong bond to be quickly established between parents and children. This supports children's well-being very effectively. The childminder models good behaviour, and is polite and friendly to other practitioners and children. Along with group activities where children are encouraged to learn to share and take turns, this helps children learn about acceptable behaviour and how to cooperate with others. Children are taught to wash and dry their hands properly. This helps children quickly become independent in managing their own hygiene and personal needs. Children help themselves to water and this shows that they are developing an understanding of the need to drink when they are thirsty.

Children's physical skills and their enjoyment of the outside area is actively promoted through an environment that children find interesting and challenging. For example, they develop large motor skills as they learn to ride bikes and scooters. They are taught how to climb a low climbing wall, use a trampoline and a slide. Children's interest in the outside environment is significantly enhanced as they plant and grow vegetables, and collect freshly laid eggs to use in cooking and baking activities. Children are provided with nutritious and healthy snacks, alongside the packed lunches that parents provide. The childminder provides parents with ideas for healthy options and invites them to come and collect fresh fruit from the garden to use at home. This helps children learn about healthy foods and the importance of a healthy diet.

Children learn to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they practice an emergency evacuation, wear sun hats and apply sun cream to protect themselves from the sun. Children learn about people who they can trust, and talk to local police as they go out and about in their local community.

Children's personal social and emotional development, physical development, communication and language are given the highest of priority. The excellent planning of the environment, activities and use of resources promote children's independence and choice. This enables children to build on their existing skills and continue to make rapid progress from their starting points. For example, resources are clearly labelled, within reach and are well presented. A quiet corner provides a haven for children who wish to sit with a book, and small world resources encourage and support children's imagination. The childminder provides schools with a record of children's progress and information about what they are focusing on. Children read stories and talk about school, and they are introduced to small group activities. This helps with children's move into their next learning environment. Children make choices about what they want to do and demonstrate excellent concentration as they follow their interests. This shows that children are very independent in their learning, and that they have developed an excellent disposition to learning.

The effectiveness of the leadership and management of the early years

provision

The childminder demonstrates an outstanding commitment to improving the quality of the provision. Her priorities for improvement are identified through a thorough and robust evaluation process, which has helped her to achieve the local authority quality mark. A robust action plan successfully targets areas they wish to improve and this has noticeably improved the quality of the provision. Practice and its impact on children's learning is constantly monitored. The systems to observe, assess and monitor children's progress, and the effectiveness of the education programmes on children's learning are robust.

The recommendations from previous inspections have been successfully addressed. This has resulted in a marked improvement in how the quality of the provision is evaluated, and how children's next steps in learning are identified.

Professional working relationships have been successfully developed with external agencies, and other providers. This ensures that any gaps in learning will be identified, and that the best possible care and support is sought. The childminder continues to pursue her own professional development and has attended numerous training courses since her last inspection. These include letters and sounds, child development, puppets are fun, and mini maestros. This has resulted in an improvement in how the childminder promotes children's skills in communication, literacy and physical development. This enhances children's well-being and ensures that they continue to make rapid progress from their starting points.

The highest priority is given to safeguarding children. The childminder has a first class understanding of child protection and she is extremely confident in her ability to implement safeguarding procedures in order to protect children. There is a clear procedure for safeguarding that is available to all practitioners, parents, carers and students. All practitioners attend safeguarding training and hold valid first aid certificates. The recruitment procedure is rigorous and helps ensure that those working with children are suitable. All required documentation is in place and is reviewed annually. Robust risk assessments clearly identify possible hazards and the action taken by the provision to eliminate or reduce any risks.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	303057
Local authority	Rotherham
Inspection number	908336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	23
Name of provider	
Date of previous inspection	10/10/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

