

Inspection date

07/11/2014

Previous inspection date

24/02/2012

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 understanding of her role in protecting children and continues to update her safeguarding training. She is confident in her knowledge of the procedures to follow to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- The childminder promotes children's emotional well-being very well. As a result, children settle quickly and develop a strong emotional bond with her.
- The childminder has a very good understanding of what children can do. She skilfully monitors their progress and quickly identifies and plans for their next steps in learning. As a result, children make good progress across all areas of learning.
- The childminder has taken effective action to overcome weaknesses from her previous inspection. This has had a positive impact on outcomes for children.

It is not yet outstanding because

- The childminder has not fully considered how to extend the already good opportunities for children to write for a purpose.
- The childminder's strategies for involving parents in their children's learning are not always used to their full potential.

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 two playrooms and held discussions with children.
- The inspector held discussions with the childminder and conducted a joint observation with her.
- The inspector looked at children's assessment records and the childminder's planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of household members.
- The inspector discussed the childminder's self-evaluation and plans for improvement.

Inspector

June Rice

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 husband and one adult child in Doncaster. The whole of the ground floor is used for childminding. She collects children from the local schools. There are currently eight children on roll. Of these, five are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 7.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and she is a member of the 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:

- extend the range of opportunities for children to write for different purposes, for example, in the garden and when they engage in role-play activities
- extend the already good methods used to engage parents in their child's learning to help children make more rapid progress.

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 what children can do. She skilfully monitors their progress and confidently identifies their next steps in learning. The childminder takes care to plan a learning environment that children find interesting and stimulating. They are able to freely explore and make selections from a wide range of resources and activities that take full account of their individual learning needs and interests. Consequently, children are motivated to learn and gradually take control over their own learning. As a result, they make good progress across all seven areas of learning and developing the skills they need for their next stage in learning, such as school. The childminder provides clear information to parents about what their children can do and how she is promoting their learning on a regular basis. However, systems to support parents to share what they know about their children's achievements at home are less effective. Consequently, the childminder does not always have an all-inclusive picture of what children can do at home that she can build on so that children can make more rapid progress.

The childminder has effective teaching skills. She is very focused on what children are doing and takes care not to interrupt their thought processes. When children initiate their own play the childminder times her interventions well and takes the opportunity to extend

their communication skills. For example, she listens carefully to their responses when she asks them to describe what they are doing. As the conversation quickly builds the childminder encourages children to name the different letters they have found. She then looks around and puzzles out loud 'Where are the letters for my name?' Children respond to this challenge and proudly announce they have found it. Children are then encouraged to build their name from the letters and write their name on their work. As a result, children are developing their skills in literacy, communication and language. However, the childminder has not fully considered how to extend opportunities for children to write for a purpose, such as in the garden and when they engage in role-play activities.

The childminder is skilled at using children's interest in expressive arts and design to extend the programme for understanding the world, mathematics and physical development. For example, when children notice the leaves falling from the trees the childminder takes them on a walk. They talk about why the leaves are falling and collect some to take back to make a picture. As children create their autumn pictures the childminder invites them to talk about what they had found on the leaves. Children are excited as they talk about using a magnifying glass to look at the insects and remark about how tiny they were. Children enjoy using the leaves alongside a wide variety of other media and materials they freely access. They are very proud of their work and show lots of high concentration as they decide what goes where. The childminder encourages children to count the leaves, name the shapes they are painting and to name the colours. She extends their interest by saying out loud 'I wonder what other colours we can make if we mix them together'. Children mix the colours and create their own shades of light brown and dark brown. This also promotes their personal, social and emotional development as they share these experiences with each other.

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

The childminder promotes children's health and well-being effectively. She works closely with parents to promote healthy eating. For example, if parents provide a packed lunch she asks them to provide healthy food. She takes account of any food allergies and special diets when planning meals and snacks and uses fresh produce when preparing meals. Children are offered fruit at snack time and encouraged to drink water and milk. Children learn about healthy foods as they discuss what they plant and grow in the garden. As a result, children learn to eat and drink healthily. Children enjoy daily walks and visits to the parks as part of their daily routine. This promotes children's physical well-being and helps them to enjoy the benefits of fresh air and exercise. Children learn about effective hygiene practice and know to wash their hands after using the toilet and before meals.

Children learn to behave in ways that are safe for themselves and others. For example, they learn how to get out of the home safely in an emergency and how to stay safe near roads. The childminder has high expectations for good behaviour. Children learn to consider others and to take turns when they join in with small group activities. As a result, children are well behaved and learn to cooperate with others. This promotes their personal, social and emotional development in preparation for their next learning environment, such as school.

The childminder encourages parents to share information about their children's individual care needs before they start. This helps her to ensure that routines remain familiar for children. Also, she invites parents to leave their children for short periods of time before they start fully. This helps children to develop a close relationship with her. As a result, children's onward transition from home into her setting is managed well and children settle quickly.

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

The childminder has a good understanding of her role and responsibility for protecting children. Her safeguarding policy is shared with parents and reflects the current guidance from the local authority. The childminder has all required documentation in place to support children's safety and well-being. She carries out visual risk assessments, her home is secure and she supervises children at all times. This helps to ensure children are kept safe.

The childminder has a well-developed understanding of the learning and development requirements. Following her last inspection, the childminder has improved the opportunities for children to learn about the wider world and presented opportunities for parents to review their children's progress. She has also carried out a self-evaluation to help her to assess the quality of the care and education she provides. This has a positive impact on children's care, learning and well-being. The childminder's partnerships with parents are good overall. She generally keeps them up to date with their children's learning and well-being. She also provides parents with information about her policies and procedures to ensure they have a clear understanding of how she works.

The childminder understands her responsibility for completing a progress check for children between the ages of two and three years. This ensures that any gaps in their learning are identified early and able to be effectively monitored. The childminder also understands her responsibility to work closely with other early years providers and outside agencies in order to support children and their families should the need arise.

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	317973
Local authority	Doncaster
Inspection number	877014
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24/02/2012
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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