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| <b>Inspection date</b>   | 26/09/2014 |
| Previous inspection date | 15/02/2012 |

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|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- The childminder's good knowledge on how to support children's learning means she is able to plan experiences that meet individual needs and promote good progress.
- The childminder has good teaching skills and promotes language development particularly well, meaning children gain the key skills needed for the next stage in their learning.
- Babies thrive in the friendly and nurturing environment and strong bonds with the childminder are formed, which supports their emotional well-being.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively.

### **It is not yet outstanding because**

- The childminder does not always provide sufficient opportunities for younger children to explore and express their creativity.

## 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 carried out a tour of the premises used for childminding purposes.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the childminders's written policies and procedures.
- The inspector viewed the self-evaluation document and took account of the information included.

## Inspector

Sadie Corbett

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the childcare register. She lives with her husband and two adult children in Bessacar, near Doncaster. The whole of the ground floor is used for childminding and one bedroom on the first floor is used for sleeping. There is a fully enclosed garden available for outside play. The family has a pet dog. The childminder attends a toddler group at the local children's centre and visits the local park and library on a regular basis. She is able to take and collect children from local schools. There are currently nine children attending. One of whom is in the early years age range and attends every day. The childminder also offers care to children aged over five years to 11 years. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- enhance the range of resources so that children have even more opportunities to explore and express creativity, for example through different media and materials.

## Inspection judgements

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

The childminder displays a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She understands that children learn through play and provides a wide range of activities and experiences that stimulate and motivate them. She also demonstrates a good awareness of children's developmental stages. Parents contribute to the initial assessment of their children when they begin at the setting by providing information regarding their child's development. This information is gathered through discussion and by filling in a questionnaire which is then included in the child's learning profile. The childminder also makes early assessments through observations of play activities. Consequently, effective information is gathered which provides a secure basis for determining the next steps in children's learning. The childminder records children's learning in their individual records. These include observations which are linked to the seven areas of learning, and assessments, which track progress towards the early learning goals. Evidence shows that children are making good progress in relation to their starting points, and that the next steps in children's learning are effectively planned for through exciting and stimulating activities. As a result, children are making good progress in their development and are well prepared for the next stages of learning.

Teaching is effective because the childminder supports the children sensitively and extends their learning through a variety of resources that are used to promote children's curiosity and exploration. For example, she provided a range of interactive books to promote young children's emerging understanding of cause and effect. Children show delight as they find out that by pressing the button on the book it makes noises. However, the childminder does not always provide rich opportunities and resources for the younger children to explore and express their creativity. For example, there are fewer opportunities for exploring different media and materials, which could further enhance and develop the senses of young children. The childminder continually provides praise to encourage and build self-confidence within the learning environment. Communication and language development is promoted well through continual good modelling by the childminder. She ensures she is always on the same level as children and repeats and pronounces words clearly and phonetically to promote early speech development. For example, during a play activity she repeated the word 'ball' and 'book' to a young child, emphasising the sounds clearly. The childminder has not had to complete the progress check for children aged between two and three years due to not having children within this age group since its implementation. However, she is aware of the requirement to do so and has identified this as an area to explore so that she is well prepared when the time comes.

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

Children are confident to explore their surroundings, which are safe, warm and nurturing. Babies thrive in the childminder's care because she is attentive and caring towards them. They establish a positive and affectionate relationship which means that they are confident and secure emotionally. Consequently, they are able to play happily. The childminder responds and understands the children's needs well, for example intuitively recognising when babies are thirsty or hungry. Settling-in periods include time with parents and the child to observe play and share vital information. This aids a smooth transition into the childminder's care. The childminder supports children to become confident with new situations by giving them opportunities to try new activities and attend groups within the local community. For example, the childminder takes the children to the childminder drop in activity group which is held at the local children's centre. This gives the children opportunities to meet other people, use alternative play equipment and be a part of the local community. This helps to promote children's social skills and develop their self-confidence. This prepares them for future attendance at pre-schools, school and other care settings.

The childminder acts as a good role model in line with her behaviour management policy. Children are given clear and consistent messages about learning to share, take turns and being kind to one another. House rules have been drawn up by the older children and reward incentives are used to promote positive behaviour. Children are aware of these rules and follow them effectively. The children are able to inform the childminder when someone is breaking the rules. This helps children to form positive relationships with those

around them. Children respond positively to the attention and praise they receive, which fosters their confidence and self-esteem. The childminder consistently praises and encourages children, building on their self-esteem in a child-orientated, well-resourced and fun environment. Through good use of praise, providing consistent routines and boundaries, children are developing a secure understanding of right and wrong.

Children's health and safety is effectively maintained through the childminder's policies and procedures. For example, she has completed a paediatric first-aid course to ensure children can be treated appropriately in the event of an accident or illness. The childminder ensures the environment is kept safe for children to play in. Daily risk assessments are robustly completed which ensures children's safety and well-being. Safety measures are in place within the home and are assessed and changed as necessary. For example, a safety gate is to now be fitted for a baby who is showing signs of starting to crawl. The outdoor area is fully secure and safe for children to enjoy fresh air while taking part in a range of physical play activities. Water is available for children to drink at all times and healthy food options are available for mealtimes, with babies being weaned on fresh pureed vegetables and fruit, this assists in promoting children's healthy lifestyles

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

The childminder has a clear understanding of her responsibility in relation to safeguarding issues. She demonstrates a good working knowledge of the possible signs of abuse and neglect, and the need to report any concerns to the Local Safeguarding Children Board. She shares relevant policies and procedures with parents, so that they understand the duty of the childminder to protect children from harm or neglect. The environment is safe as the childminder has processes in place to eliminate any hazards, both around the home and on outings. The childminder maintains the security of the premises and she monitors visitors to the setting during operational hours, to further promote the safety of children.

The childminder has a secure knowledge of the educational programmes and ensures a broad range of experiences are provided, to help children progress towards the early learning goals. She completes regular assessments of children's progress, and uses these effectively to plan age-appropriate and challenging activities. The childminder recognises the individuality of children and the characteristics of effective learning which they show in their play. All required documentation is regularly updated and shared with parents to meet children's needs. Self-evaluation is carried out to monitor the effectiveness of practice and reflect on strengths and weaknesses, which shows capacity for further improvement.

Parent partnerships with the childminder are strong. They state that they know their children are safe and well cared for and report that their children have made considerable improvement in their learning since being in the childminders care. The childminder takes regular account of parents' views and communicates through a variety of means, such as

texts and daily diaries, as well as daily face-to-face verbal communications. This ensures that all parties work together for the best outcomes for children. Children's views are valued and are also gained regularly to ensure they have a voice in what happens. Children's views are obtained by using happy and sad faces, so children of all ages are able to express how they feel. The childminder is fully aware of when and how to access support for children with special educational needs and/or disabilities should the need arise. She has good links with other local childminder's and has made links with the local schools to promote continuity of care and 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | 502705      |
| <b>Local authority</b>             | Doncaster   |
| <b>Inspection number</b>           | 872285      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 9           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 15/02/2012  |
| <b>Telephone number</b>            |             |

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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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