

Inspection date	09/01/2015
Previous inspection date	21/11/2008

The quality and standards of the early years provision	This inspection:	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 safeguarding procedures are robust. This ensures that children's welfare is protected and children are kept safe from harm.
- The childminder has a good understanding of how children learn. She provides a wide range of experiences to promote their learning through play, which reflect children's likes and interests. This means children are motivated and fully engaged.
- The childminder has a strong commitment to improve her setting. Her plans for further development are well targeted to strengthen her practice.
- The childminder sensitively settles children into her care and develops warm and nurturing relationships with them. Consequently, they feel happy and emotionally secure with her.

It is not yet outstanding because

- Children's progress could be further improved by refining the quality of the childminder's assessments, so that children's progress is more rigorously checked and they are consistently challenged to make more rapid progress in the prime areas of learning.

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 the childminder engage in a range of indoor learning activities with the children.
- The inspector held discussions with the childminder and the children.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of other adults in the home.
- The inspector looked at samples of children's assessment records, the childminder's self-evaluation form and a range of other documentation.

Inspector

Ruth Hudson

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Balby, in Doncaster. The whole of the ground floor and the rear garden are used for childminding. The family has cat 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 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for two-, three- and four-year-old children. She operates all year round, from 7.30am to 6.30pm, 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:

- refine the quality and use of assessments, so that children's progress is more rigorously checked and planning is more sharply focused on children's next steps in learning, in order that children's level of achievement in the prime areas of learning is raised from good to outstanding.

Inspection judgements

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

The quality of the teaching is good. The childminder demonstrates a good understanding of how children learn. As a result, she provide children with a wide range of interesting and challenging activities across all seven areas of learning. The childminder collects a good range of information about the children from parents when they first attend her home, so that she is familiar with their capabilities, interests and routines. She makes effective use of this information to assess children's starting points and next steps in their development. Consequently, all children are making good progress and developing the key skills needed to prepare them for their next stage in learning, for example, nursery or school. However, children's achievements could be raised from good to outstanding by refining the quality and use of assessments, so that the progress of children is more rigorously checked, and the information gained from this process used to inform planning, so that children are consistently challenged to make more rapid progress in the prime areas of learning.

The childminder gets down to the children's level to effectively support them to develop their communication and language skills. She talks to the children all the time, introducing new vocabulary, naming objects, describing what she is doing and skilfully using questions

to extend and re-shape tasks. This provides children with good opportunities to play and explore, to be creative and critical thinkers and active learners. For example, as very young children explore ice in a winter inspired activity, the childminder asks how the ice feels and what happens as they handle the ice. She leaves time for the children to consider her questions, supporting their early language development by modelling the answers and introducing new vocabulary. The childminder encourages children to play cooperatively sharing resources. As a result, children language, personal and social skills are well supported and their imagination stimulated. The childminder uses children's interests and fascinations when planning for their next steps in development. She provides a large range of books and encourages children to share them. As they snuggle together reading, she encourages children to be actively engaged in the story, asking questions about pictures and encouraging them to predict what will happen next. This effectively supports their early reading skills. Consequently, children are developing good attitudes towards having a go, and are happy and motivated to learn. As such, they are well prepared for the next stage of learning, including school.

Partnerships with parents are well promoted because the childminder actively encourages them to be involved in their children's learning. Children's ongoing progress and development is effectively shared with parents on a daily basis at the beginning and the end of each session. The childminder effectively supports the children's learning at home, by sharing the children's next steps in development with parents and suggesting activities they can do with their children at home to support their learning further. The childminder is fully aware of the requirement to complete the progress check for children aged between two and three years, and to provide parents with a written summary of their progress against the prime areas of learning. Parents are complimentary about the childminder and the service she offers.

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

The childminder provides a warm, welcoming and nurturing environment where children feel emotionally secure. Children settle quickly in the home as the childminder works closely with parents to ensure the children's individual needs are met. She effectively encourages parents to share what they know about their children before they start in her home. This includes the children's likes and dislikes, what they enjoy doing, how they usually settle, important people in their lives and home routines. Consequently, the childminder can provide individualised care, which is consistent with that given at home. This ensures a smooth move between home and the childminding environment, which effectively promotes children's well-being. The children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort.

The playroom is welcoming and stimulating because it is enhanced with children's artwork and colourful posters. A wide range of resources are organised effectively in clear boxes labelled with pictures and words, and stored at low level. As a result, children readily select what they want to play with and develop good levels of independence. Children access a well-resourced outdoor play area and have daily opportunities for exercise and fresh air. They are clearly familiar with the daily routines. These are flexible, yet well

organised, to help children feel secure. The childminder effectively promotes children's physical and emotional well-being within these. For example, children are encouraged to wash their hands after nappy changing and before meals. Meal times are very relaxed occasions, in which children can enjoy the experience and practise their developing self-care skills.

The childminder is a good role model, who provides clear and consistent guidance for children's behaviour. She teaches children about acceptable behaviour and manners, and supports them in learning how to share, take turns and respect each other's feelings. As a result, their behaviour is very good. The childminder gives children lots of effective praise and encouragement. This successfully fosters children's awareness of boundaries and helps them manage their feelings and behaviour in a way which promotes their emotional well-being. Robust risk assessments are in place to keep the children safe in the childminder's home, and when on trips to the local schools and parks. Children are taught to cross the road safely when going out and supported to use equipment appropriately. This enables the children to develop a good sense of personal safety. The childminder prepares children effectively for their move to school. She takes and collects children from the local schools, ensuring the children are familiar with the building and staff. The childminder introduces young children to larger group activities when visiting local playgroup sessions. This helps to prepare them for the move on to nursery and school when the time comes.

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

The childminder demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and the indicators that may alert her to a concern. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. This policy has been shared with parents. All adults in the home are deemed suitable to be in contact with children and Ofsted are notified of any changes, in order to safeguard children. Consequently, children are kept safe and their welfare is promoted. This is reinforced by other safe practices, such as security arrangements. The childminder has good systems in place to ensure the premises are secure. Visitors' identities are checked and the outside door is locked to prevent unauthorised people gaining access and the children leaving unaccompanied. Children are protected in the event of an accident, as the childminder has recently completed her paediatric first-aid training. She demonstrates a clear understanding of how to deal with a medical emergency. The childminder maintains detailed written risk assessments to ensure children's safety and good health within the setting. As a result, children are cared for safely and their well-being is supported effectively.

The childminder demonstrates a secure knowledge of the learning and development requirements and how children learn. She ensures that educational programmes cover all seven areas of learning and development. The childminder gathers very good information from parents when the children enter her home. Her assessments of children's progress mean that the childminder knows where each child is in their learning and where they

need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning journals. This ensures that she plans activities that the children enjoy, but offer sufficient challenge to ensure children make good progress towards their next steps. Parents are well informed about their children's care and learning. Parents and children are actively encouraged to share their views and suggestions about the service and care provided.

The childminder has made effective use of her own reflections, and the views of parents and children, when evaluating her service and planning priorities for improvements. She has planned a programme of professional development, making use of available training courses and online training to enhance her provision and improve future outcomes for children. In addition, she also meets with other local childminders to discuss good practice issues. The childminder demonstrates that she is committed to updating her professional knowledge and making improvements to her service. She has successfully addressed the recommendations from her previous inspection. The childminder works closely with the other early years settings the children attend to ensure a consistent approach to their education and care. She works closely with parents and medical professionals to ensure that the needs of all children are met effectively.

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	EY100472
Local authority	Doncaster
Inspection number	869571
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	21/11/2008
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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