

Inspection date	06/02/2014
Previous inspection date	24/09/2008

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 how to support children's learning and uses detailed observations to plan appropriate next steps for all children. As a result, children are making good progress towards the early learning goals.
- The childminder provides a warm and nurturing environment and children develop secure attachments to her. This promotes their personal and emotional development and children learn good behaviour and independence.
- Children are kept safe from harm because the childminder understands and implements an appropriate safeguarding policy and prioritises their safety.
- The childminder has good relationships with parents and the local pre-school. This allows her to work with them to support children's learning and development.

It is not yet outstanding because

- There are not very many open-ended resources for older children to use. Consequently, opportunities are missed to further support children's problem solving and creative skills.
- The current evaluation of the provision is not yet focused and detailed enough to drive high quality improvements that will have maximum impact of children's progress.

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 viewed the areas of the premises used for childminding.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector looked at a range of documentation including parental references, policies and procedures.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed the children's files that contained observations, planning and assessments.

Inspector

Alison Byers

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged six years in a house in North Anston, a large residential suburb of Sheffield. The whole of the ground floor and a secure garden area are used for childminding. The premises are easily accessed. A ramp is fitted to allow for wheelchair access to the rear entrance. The family have a rabbit, guinea pig and fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the library, shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5.30pm, 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:

- include more open-ended resources, both indoors and outdoors, so that children can further develop a wide range of skills like problem solving, imagination and cooperation with others
- develop the evaluation process so that it is sharply focused and identifies specific improvements that will drive continuous improvement of practice and better outcomes for children.

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 how children learn and develop so that children in her care make good progress towards the early learning goals. All opportunities are maximised to promote learning through play and the childminder plans activities that will support children's progress in all areas of learning. For example, a play dough activity is used to reinforce ideas and skills from the previous day's baking activity. The children develop their muscle skills and imagination as they use a variety of tools to make buns and sing happy birthday for the dolls. The childminder extends their understanding of numbers as they count their buns and introduces mathematical concepts of size and position by asking them to make little cherries to go on top. The childminder skilfully differentiates her language and questions to support individual children during the activity

so that all children are making good progress from their own starting points. Children's communication and language development is promoted because the childminder uses appropriate strategies to support them. For example, she gets down to their level to listen carefully and repeat words back to reinforce their learning. The childminder makes effective use of a tablet computer to familiarise children with the uses of information and communication technology, develop sharing skills and to support language development. For example, children take it in turns to find animals hidden in a picture and the childminder extends their learning by introducing different positional language. Currently, there are few opportunities for the children to explore and play with open-ended resources. This means that the provision and support for the development of children's imagination and problem solving skills is not as well developed as other areas of the curriculum.

Observations and assessments of the children are used by the childminder to effectively support children's learning. The observations of children are linked to the different areas of learning and detail the role the childminder plays in their learning. The childminder also uses an assessment tracker for each child that charts their progress towards the early learning goals. The combination of these two processes allows the childminder to accurately plan next steps for children that are challenging but achievable. For example, the childminder can see when toddlers have a secure foundation in the key areas of learning, such as, physical, emotional and language development and are ready for her to introduce more difficult concepts and ideas. The environment enables children to have control over their play because resources are carefully chosen and made easily accessible. For example, children choose purses and old mobile telephones to take with them on their imaginative train ride. Overall, the childminder ensures that children are developing the wide range of skills they need for the next stage of their learning, for example, school.

Parents are included in all aspects of their children's care and education because the childminder shares with them information about the Early Years Foundation Stage. The use of a daily diary and verbal feedback keeps parents informed about their child's day. Parents are able to continue their child's learning at home, for example, by practising a new song or rhyme children have learnt. The childminder also regularly shares her observations and assessments so parents are aware of their children's progress. Parents regularly complete sheets about their children's current interests, which the childminder uses to inform her planning.

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

The children thrive in the nurturing environment created by the childminder and the secure attachments they have to her. Parents report that the childminder forms professional but loving relationships with the children and it is these strong relationships that support all aspects of the children's learning and well-being. Children are happy and confident in her care, therefore, engage well with activities and resources, maximising their learning. For example, children demonstrate characteristics of good learning as they show determination and pride in their newly mastered scissor skills. The children are learning to become independent because the childminder encourages them to put on their

own shoes and coats to go outside. She sensitively supports children's different abilities so they can all achieve, and as a result, build their confidence and self-esteem so that they become emotionally prepared for school.

There are clear expectations set for behaviour and the childminder talks through with the children how they can resolve conflicts. For example, a disagreement over coins is turned into a game where the children take it in turns to take a coin, showing the children how they are fairly divided. As a result, children learn to share and cooperate with each other. Resources and images reflect diversity so children are also beginning to understand and accept people's differences. The childminder takes the children on a variety of outings, for example, to the beach and local wildlife centres, to widen their experiences and understanding.

The children's overall well-being is promoted by daily outdoor experiences, including the walk to school. This allows the childminder to teach children about how to be safe while out and about near roads. Children are becoming aware of the importance of a healthy lifestyle because the childminder talks to the children about which foods are good for you and why. She uses opportunities at the shops to encourage children to choose and try fruit because they talk about how colourful and juicy they look. Children are also developing an understanding of hygiene with posters by the basin that reinforce messages from the childminder about the importance of washing hands. This is especially useful as she supports children to independently manage their self-care needs.

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

The children are kept safe because the childminder has a good understanding of safeguarding procedures. All relevant individuals have suitability checks and other people visiting the childminder are required to sign in. Safety is prioritised because the garden area and premises are kept secure and the childminder completes risk assessments. As a result, children are able to play and explore in safety. There is a fire evacuation plan that is regularly practised. There are comprehensive policies in place to cover all aspects of the childminding provision. These are shared with parents and are regularly reviewed to ensure that they are relevant and effective.

The comprehensive observations and assessments of children help the childminder to ensure that they are all making progress in all the areas of learning and development. The childminder uses these, along with her knowledge of how children develop, to identify when children may not be making adequate progress in a particular area. She then puts suitable interventions and support in place so that all children are making progress in relation to their individual starting points. The childminder has started to evaluate her practice and identify her strengths and weaknesses. However, the self-evaluation does not currently focus sufficiently on teaching and learning or use ideas from other professionals to further drive continuous improvement. The childminder makes good use of training provided by the local authority to support her practice, for example, she keeps up to date

with changes and gathers ideas to support her planning.

The childminder uses several strategies to engage parents and work in partnership with them. The combination of formal review meetings, daily diaries and conversations means that there is a good, two-way flow of information that supports both the care and education of the children. For example, the childminder works with parents as they support children through toilet training or reducing the use of dummies. The childminder also has good links with the local school and pre-school. She shares observations of the children with the pre-school and works in partnership with them to support children with additional needs. The childminder regularly attends the local children's centre with the children to access a variety of resources and activities. She also receives support from the local authority teachers and advisors there.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY104306
Local authority	Rotherham
Inspection number	877324
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	24/09/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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