

Inspection date	27/06/2014
Previous inspection date	18/12/2008

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's monitoring, planning and assessment of children, is consistent and precise. As a result, children make good progress in their learning and development.
- Children are emotionally secure because the childminder is very responsive to their individual needs and follows their routines from home. As a result, children feel safe and are happy and well settled in the childminder's home.
- The childminder safeguards and protects children well. They carry out risk assessments together and children understand the need to keep themselves and others safe.
- The childminder has developed strong partnerships with parents. This means that parents are kept well informed of their child's progress and their next stage of learning.

It is not yet outstanding because

- The childminder is not always consistent in developing children's self-care skills, such as hand washing before eating meals.

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 playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector spoke to children at the setting.

Inspector

Julie Thorpe

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 son aged 17 in a house in Doncaster. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently nine children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder 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:

- place greater importance on helping children develop their self-care skills and learn the importance of good personal hygiene routines, such as washing their hands before eating.

Inspection judgements

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

The childminder knows and understands the learning and development requirements. She supports children well in all areas of learning. The children can freely access a wide range of resources that are age appropriate and excite the children's imagination. This supports children's interest and eagerness to learn and share new skills. The childminder plans a wide range of activities to keep the children interested and build on what they can already do. She develops and extends activities appropriate to their individual needs. This ensures that the children are active and keen learners that progress well. For example, a child who is interested in animals is supported in finding out if there are polar bears at the wildlife park. This stems from the childminder's effective teaching techniques which encourage children to work out what animal it is as she describes it to them. The children are delighted when they get the answer right and roar their appreciation as if they too were a polar bear.

The childminder observes, assesses and plans for individual children and knows exactly what their next steps of development are. This is supported by monitoring and tracking. The childminder gains comprehensive information from parents and by knowing what their starting points are, she is able to plan age appropriate activities. Information is gathered at various points from the initial settling-in visits. Parents also share information about their children's achievements at home. This evidence is documented and photographs

bring the children's experiences and achievements to life. Children enjoy sharing their individual files and looking at pictures of themselves and how they have changed from when they first started at the childminder's home. Therefore, progression is documented in a way that children can celebrate and take pride in.

The childminder has a strong emphasis on communication and mathematical development. She regularly asks open-ended questions that support the children's thinking skills. She engages children in simple mathematical games that support their understanding of addition and subtraction. As a result, children are learning key skills that will support them in their moves to other settings. Children access the outdoors every day. The childminder provides a full range of purposeful and developmentally appropriate resources to aid the children's physical skills. They walk to school, play out in the garden and go to the local park.

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

The childminder offers a welcoming friendly setting. Younger children are supported well to form strong attachments and show that they are relaxed and feel safe within the childminder's home. For example, the childminder knows the routines of the individual children and can spot when a younger child is starting to feel tired. She gently picks up the child, soothes him by stroking his face and softly rocks the child to sleep. The childminder has developed very good practice which ensures that children settle in to her home quickly and without any undue stress. Parents are offered several settling-in sessions dependent upon the individual child's needs. This gives children the time to become confident, self-assured and emotionally secure.

Children have access to a wide range of books and choose independently what story they would like before lunch. The children get out the reading mats and eagerly sit down and wait for the story to begin. The story covers emotional well-being and talks about feeling angry and sad. The childminder cleverly introduces a topic of biting our finger nails into the story and how this can make us have poorly tummies, which can make us feel sad. This is something the childminder is working on in partnership with one of the parents to support a child. The childminder has good policy and practice for safety. Children learn to take sensible risks in their play because the childminder encourages them to consider the consequences of their actions. Very young children can explain in detail the fire evacuation procedure. As a result, children are learning to keep themselves and others safe.

The childminder is a good role model and has high expectations for children's behaviour. She is consistent and calm when reminding children of behaviour that she expects. She teaches children to be kind, share and take turns. For example, she reminds children that we sit when eating or drinking and do not speak with our mouths full of food. Consequently, children are well behaved and have good table manners. The childminder adopts some good hygiene practices, washing her own hands and cleaning surfaces. She reminds children to wash their hands after using the toilet. However, children are not consistently encouraged to wash their hands before eating meals to reinforce their understanding of adopting healthy practices during everyday routines.

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

The childminder has a good understanding of the learning and development requirements and monitors the educational programmes effectively. Each area of learning is fully covered. Effective observations and planning support the children's next steps of development. Consequently the childminder can quickly identify any areas which require further support and adjust her individual planning according to the child's need. She provides a daily care sheet for parents, as well as verbal dialogue. This keeps the parents up to date with the progress of their children at all times. The childminder has received numerous letters of thanks from parents and children and puts great value on the comments that she receives.

The childminder has a secure understanding of her role and responsibility in safeguarding children. She has attended advance safeguarding training recently and knows how to deal with any cause for concern she might have. All adults associated with the childminder's home have appropriate suitability checks in place. The childminder completes risk assessments that cover trips and daily outings which ensure that the children can play safely.

The childminder carries out self-evaluation and reviews her practice regularly. She takes verbal feedback and exchanges ideas with parents on how to improve her service. The childminder's partnership with parents and other providers is good. She visits the local school and speaks to the teachers when dropping off children. This ensures that children's progress and any areas of concern are identified quickly and effective targeted support is put into place. The childminder also has good links with other childminder's in the area. They use their relationship to share good practice and develop reflective practice, challenging their own ideas and clarifying their understanding. They have recently developed a document to support them to carry out the progress check for children aged between two and three years. They also exchange resources so that children have a wider range of toys available to them.

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	EY252086
Local authority	Doncaster
Inspection number	819741
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/12/2008
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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