

Inspection date	30/06/2014
Previous inspection date	12/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder's safeguarding procedures are strong. This ensures that children's welfare is protected and children are kept safe from harm.
- Parents have access to children's development files, which enables them to be involved in children's learning.
- Children feel safe and secure in the care of the childminder and thrive as a result of her warm and affectionate approach. This enhances their emotional well-being.
- Children behave well in the setting because there are clear boundaries in place, which children are able to follow.

It is not yet good because

- Observations of children's learning are not rigorously assessed in order to monitor where they are in their development, so that the childminder can then plan effectively to support continued progress in learning through effective teaching.
- The childminder does not closely monitor how well she is promoting educational programmes or how children are progressing towards the early learning goals. This does not ensure children make the best possible progress.
- The organisation of toys and resources does not fully support younger children to make independent choices and decisions about their play.

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 children's play both indoors and outdoors, including adult-led and child-initiated activities.
- The inspector looked at children's records, evidence of the suitability of adults living in the setting, safeguarding procedures and a variety of other documentation.
- The inspector viewed a sample of the children's development records.
- The inspector took account of the views of parents through the written testimonials provided by the childminder.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 2003. She lives with her partner in the Heeley area of Sheffield. The childminder uses the whole of the ground floor and the bathroom on the first floor for childminding. There is an enclosed garden available for outside play and the childminder lives within walking distance of local parks, shops and schools. The childminder is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. She takes and collects children from local schools and pre-schools. There are currently seven children on roll, of whom four are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and has a foundation degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a robust system of assessment in order to clearly identify children's achievements and the next steps in their learning, and use this information to plan and provide well targeted activities and experiences that are tailored to individual children's needs and promote their good progress across all areas of learning
- monitor the delivery of educational programmes, to ensure all aspects of each area of learning are fully covered over time in order to promote children's learning and progress.

To further improve the quality of the early years provision the provider should:

- enhance younger children's independence, for example, by reviewing the organisation of resources, to enable children to make more independent choices to support and extend their play and learning.

Inspection judgements

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

The provision for children's learning and development requires improvement to ensure the quality of teaching is good. Initial assessments are carried out using information from parents about what their child already know and can do. This helps the childminder to ensure that play opportunities are appropriate and based on children's development needs relative to their starting points. Observations of the children during activities are recorded

in their learning journals, which parents are able to view and read, helping them to be involved in their child's progress and development. The childminder carries out assessments of the children, but does not effectively use this information to help her when planning activities for the next steps in their learning. As a result, her assessment of children's abilities is not used with full effect to plan consistently challenging activities tailored to children's individual learning needs across all areas of learning. This means that children are not able to make the best possible progress. Information about children's achievements is shared between the childminder and parents, and she supports children satisfactorily so that they develop skills in readiness for nursery and school.

In spite of the weakness in the assessment processes, the childminder is actively involved in children's play. She interacts well with them. She explains, questions and encourages them to explore, have a go and try new things. This supports children's self-esteem and confidence. For example, during an activity to stimulate the children's interests and imagination about water, the childminder asks open questions, to help the children to think and make connections in their learning. She praises children's achievements and uses noticeable body language, such as smiles, shrugs and giggles, to demonstrate her engagement. As a result, children have the confidence to explore further and try new things. Young children are supported effectively by the childminder to develop their critical thinking. For example, children show an interest in electronic toys and they are able to demonstrate how to push buttons to make the toy speak and flash. This promotes their understanding of technology. Young children's mathematical development is addressed appropriately by the childminder. They are beginning to match shapes when playing with puzzles as they gain an awareness of differences. The childminder repeats the names of colours, shapes and sizes to the children to help them understand.

The childminder is fully aware of the need to complete the progress check for children between the ages of two and three years and to provide parents with a written summary of their progress in the prime areas of learning. Parents are very complimentary about the childminder and the effect she has had on their child's progress.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. All 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. Information is gathered from parents about their child's needs before they start. For example, the childminder requests information verbally about what their child is interested in and their sleeping and eating routines. Settling-in arrangements are tailored to meet the needs of each individual child and their family. The childminder is a good role model who provides clear and consistent guidance for children's behaviour. She teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. As a result, children's behaviour is very good. The childminder gives the children lots of praise and encouragement. This builds their self-esteem and prepares them well for their future move on to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, they are reminded to tidy up toys so that

they do not stand on them and hurt their feet.

Children are developing a satisfactory understanding of the importance of living a healthy lifestyle. At mealtimes, while the childminder gives the children meals provided by their parents, children are encouraged to feed themselves. During this time, the childminder takes the opportunity to chat to the children about the food they are eating. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after playing outdoors and prior to eating food. Children use the outdoor environment throughout the year enjoying water play, and being very active on ride on toys. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air.

There is a good selection of toys and equipment, which allows easy access to promote children's choice. However, while this is good for older children, there is scope to extend access to toys for younger children to better support their independence and help them make decisions about their play.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults living on the premises have undergone suitability checks in order to protect children. In addition, the childminder is familiar with local child protection procedures that help keep children safe. She completes risk assessments to make sure hazards to children in the home are minimised and ensures children are supervised at all times. All statutory documentation, such as, written parental consent, accident, medication records and a daily register of attendance are in place, which promotes children's welfare. Suitable policies and procedures that are shared with parents help ensure that they also understand the duty the childminder has to protect children. Consequently, children are kept safe and parents are fully informed about the service provided by the childminder.

The childminder demonstrates an adequate understanding of the Early Years Foundation Stage learning and development requirements. She has satisfactory knowledge of the areas of learning, however, she does not effectively monitor the quality of the educational provision she provides to identify impact she is having on the progress children are making in their learning. Therefore, she is not always clear about where to take children's individual learning next.

The childminder demonstrates a commitment to the continuous improvement of her provision and has plans in place to complete more training to increase her knowledge of the Early Years Foundation Stage. Since the last inspection by Ofsted, she has improved the service she offers by keeping her policies up-to-date and carrying out emergency evacuation procedures so that children know what to do in an emergency situation. Children do not currently attend any other early years provision, but the childminder recognises the importance of working in partnership with other agencies, in order to help support children's learning and development. Effective partnerships are in place with

parents to help support children's overall development. The childminder responds sensitively to children's individual needs and takes on board parents' wishes.

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	EY269134
Local authority	Sheffield
Inspection number	877618
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12/08/2009
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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