

Inspection date

Previous inspection date

31/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 demonstrates a good knowledge and understanding of how children learn and ensures children are well challenged. As a result, children continue to make good progress.
- The childminder fully understands the arrangements for safeguarding and she is confident in her conviction that she will be able to implement them effectively. This ensures children are safeguarded.
- Assessments of children's progress are accurate and next steps are clearly identified and planned for. This ensures children are well challenged and make good progress in their learning.
- The environment is stimulating, warm and welcoming. As a consequence children settle quickly and feel safe.

It is not yet outstanding because

- The use of the outdoor environment is not maximised, particularly for children who learn better outdoors.
- There is scope to enhance the way to share information about what children are able to do on entry to the setting, such as, as 'All about Me' booklet.

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 looked at children's assessment records and planning documentation.
 - The inspector observed activities in the indoor and outdoor environment.
 - The inspector checked evidence of suitability and qualifications of assistants working with children and discussed the childminder's improvement plan.
- The inspector took account of the views of parents and carers from information included in the setting's own parent questionnaires and letters that were left for the inspector.
- The inspector carried out a joint observation and held discussions with children.

Inspector

June Rice

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 four children aged five, six, ten and 15 years in a house in Herringthorpe, Rotherham. The childminder occasionally works with an assistant. The whole of the ground floor and the rear garden are used for childminding. The family has two guinea pigs 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 11 children on roll, of which four are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.15pm, 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 opportunities for children to experiment with shape and colour in the outside learning environment
- enhance ways to share information about what children are able to do on entry to the setting, such as an 'All about Me' booklet.

Inspection judgements

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

The childminder understands how children learn and plans a good balance of adult-led and child-initiated play activities that are purposeful and developmentally appropriate. She notes what they are interested in and makes good use of these interests, to ensure children remain motivated and eager to learn through play. For example, children who select small world resources are encouraged to count the number of vehicles and compare the different sizes. The childminder uses questions that encourage them to think and always gives them time to answer. In response to her questions and the interest she shows, children talk excitedly about the tanks, aeroplanes and trucks. They go on to narrate their play as they become immersed in their imaginary world. The childminder repeats the single word utterances of younger children to demonstrate she understands what they are saying. This gives them confidence to express themselves to others. For

example, when they think another child is reaching for their fruit they move the plate out of reach, shake their head and say 'no, no'. As a result, children make good progress in communication and language.

The childminder has developed a robust system that enables her to observe and analyse children's progress and correctly identify the development bands that children are working within. This enables her to plan children's next steps in learning. As a result, children make good progress in all seven areas of learning, this prepares them well for their next stage in learning. However, there is scope to improve the assessment on entry to her setting. As a result, for some children, the initial plans put in place to support them when they first start are not fully effective in promoting rapid progress.

The childminder places a strong emphasis placed on supporting the development of children's personal, social and emotional skills, physical skills and, communication and language. For example, they are encouraged to socialise and develop relationships with children at local play groups, they are taught to fasten their coats and shoes and to recognise and form the letters of their names. This helps them learn the skills in readiness for school. The childminder has developed good working partnerships with parents and other early years providers. For example, parents contribute to their children's progress records and discuss their children's development on a regular basis. The childminder, parents and teachers share weekly information that keeps everyone well informed about what children are doing. This enables them to work together. As a result, children continue to make good progress towards the early learning goals.

Children are enthusiastic about playing outside, where they are quick to choose what they want to do. They explore wet sand making marks with their fingers, kick footballs and demonstrate their physical skills as they ride and manoeuvre large cars and tractors. Children's skills in mark making are encouraged further as the childminder offers them a clipboard and pen to write down how many times they have driven up and down the path. They learn to plant and tend flowers and consider the effect of the wind as they watch and listen to the wind chimes. Children hear an aeroplane and as they look for it in the sky the childminder asks them where the aeroplane might be going. They take time to consider the answer and reply 'I think on holiday'. As a result, they deepen their understanding of the world around them.

Children's skills in counting number recognition are promoted effectively, such as when they are encouraged to count and write down how many times they have ridden the tractor down the path. However, the use of the outside area is not always fully embraced in order to promote the already very good learning experiences provided for children, in particular for those who learn better outdoors. For example, there are fewer opportunities for children to explore the use of shapes and colours while outside in order to deepen their mathematical knowledge.

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

Good health and well-being is effectively promoted through the indoor and outdoor environment. Children are very keen to use the outdoor play area, enjoy regular walks and

use local parks. This promotes their physical well-being. Children move freely within an environment where they are able to select resources independently. This keeps them motivated and children develop a good disposition to learning. Children learn to manage risks through their daily routine and activities. For example, they learn to use one handed tools such as, scissors and are taught how to be safe near roads and not to go to strangers. This helps children behave in ways that are safe for themselves and others. The childminder has high expectations for good behaviour, she is consistent with the strategies she uses to help children understand what is acceptable behaviour. As a result, children are well behaved and learn to work together.

Children are provided with healthy options for snacks, including milk and water to drink. Children learn about good hygiene practices that are well implemented. They are observed to wash and dry their hands before snacks and after using the toilet. Young children cooperate well with nappy changing and are familiar with the routine of having their hands washed afterwards. The childminder obtains information about children's routines at home and their health and dietary requirements. An exclusion policy is implemented for children who are infectious which helps to protect others. As a result, children's health and well-being is well promoted.

The childminder promotes a settling-in period that supports children and parents during the move from home into the setting. As a result, parents and children develop the confidence to separate, this helps children to settle quickly. Children show through their body language that they are happy, safe and secure. They are quick to seek out the childminder's attention when they are upset or frustrated and they are quickly reassured. This shows children have built a strong bond with the childminder.

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

The childminder demonstrates a very positive approach to continuous development. She has developed a system that helps her to evaluate the quality of her setting, which includes contributions from children and parents. Parents comment that the children are very happy with the childminder and that she supports them with, for example, building their confidence. The childminder is working towards a childcare qualification. Since her last inspection she has continued to develop her systems for assessing children's development and identifying their children's next steps in learning. This ensures that she continues to improve her knowledge and understanding of how children learn. As a result, children continue to make good progress and are well prepared for their next stage in learning, such as school.

The childminder demonstrates a good understanding of child protection and she is confident in her ability to implement procedures effectively in order to protect children. All required documentation is in place. Robust risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. This helps to ensure children's safety. The childminder is aware of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families should they need it.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY270048
Local authority	Rotherham
Inspection number	937462
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	not applicable
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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