

Inspection date

24/07/2014

Previous inspection date

04/12/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder's safeguarding procedures are exceptionally robust. This ensures that children's welfare is protected and children are kept safe from harm.
- The childminder's teaching is outstanding; she uses a wide range of ways to make learning fun. Through incorporating children's interests into activities, she makes learning relevant to them and addresses the next steps in their learning effectively. Activities are exceptionally well planned and consistently provide challenge to children, which support them to make excellent progress.
- The exceptional quality of observation, assessment and planning provides imaginative and highly stimulating activities that engage children and enable them to make outstanding progress.
- The childminder has strong relationships with parents and forms secure emotional attachments with children because the settling-in process is robust. Home visits and trial sessions give the children familiarity and security in the childminding setting. Consequently, children are settled and eager to play and explore, demonstrating positive attitudes to learning.
- The childminder is highly enthusiastic and works extremely well in close partnership with other providers and is fully committed to providing high quality care and education for children. This means children's welfare is very well supported.

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' written testimonials provided by the childminder.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 2004. She lives with her husband and their three children, aged 18, 16 and 10 years in the Treeton area of Rotherham. The whole of the house is used for childminding with the exception of the main bedroom. There is an enclosed garden available for outside play activities, 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. The childminder is able to take and collect children from local schools and pre-schools. There are currently nine children on roll, of whom three 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.

What the setting needs to do to improve further

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

- continue to build on the already excellent learning about diversity and culture to provide even more inspiring learning opportunities.

Inspection judgements

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

This experienced and dedicated childminder has a robust indepth knowledge of the learning and development requirements of the Early Years Foundation Stage. She has high expectations of herself and the children in her care and has a superb understanding of how young children learn and develop. As a result, children are offered a highly innovative, motivating and nurturing experience at this setting. The childminder provides children with a wide range of interesting and stimulating experiences, allowing them to consolidate their learning as well as have many opportunities to be independent in their play. Children settle quickly with this caring and supportive childminder because she gathers detailed information about their interests and individual learning needs from their parents when they first start attending. From this information, she ensures that excellent activities and toys are made available based on the children's interests. The childminder assesses and identifies the children's starting points and ongoing developmental stages extremely well. Activities place a high focus on the prime and specific areas of learning. The childminder seizes every opportunity to encourage, motivate and stimulate the children's learning and because of this approach, the children's confidence soars and they make rapid progress. The childminder's observation and assessment systems are both precise and meticulous. She completes purposeful formative and summative observations of children's achievements and tracks their development to expertly monitor their progress. This information is used to identify children's next steps in learning, which

reflect their ability and are included in the planning so that children receive optimal challenge and are highly motivated to make outstanding progress. The childminder is skilled at linking all areas of learning to anything children show an interest in. This results in children benefiting hugely from learning that is specific and relevant to them. Consequently, children are making very rapid progress in their learning and development. The childminder is able to use her comprehensive knowledge of the progress that children make to identify any gaps in children's development and address them through early intervention and involvement from other agencies to progress children's learning. She is fully aware of the need to complete the children's progress check between the age of two and three years and to provide parents with a written summary of their progress against the prime areas of learning.

The quality of teaching is outstanding. Children's communication and language skills are given a high priority by the childminder at all times, as a result all children are making superb progress and are exceeding age-related expectations. She consistently asks excellent open-ended questions to children during their play, to engage them in practising their language skills. For example, even young children show wonderful language skills as they speak clearly using language in the past tense to recall events and activities that they have taken part in. Children delight in exploring the rich, varied and imaginative outdoor environment every day. The childminder creates an inspiring garden full of abundant learning opportunities. As a result, children actively investigate the many natural areas of the garden as they work together to build a den. Close monitoring of children's learning is undertaken to ensure that opportunities to build on and extend their development are never missed. For example, children love to use their senses as they play. The childminder provides various mediums to allow them to touch, feel and explore these in everyday play, offering commentary and asking open questions to stimulate the children's learning further. The childminder's superior understanding of children's next steps in their learning ensures that she is constantly thinking about how her teaching can move children's learning on. School readiness is supported by a consistent emphasis on learning about letters, numbers, colours and shapes. The formation of phonic sounds are being developed throughout play activities, which are based upon the alphabet, and name recognition. Counting happens regularly and helps to consolidate children's early mathematical development and understanding. Consequently, children make outstanding progress in their learning and development and are very well prepared for school.

Rich, varied and imaginative systems for communication ensure the childminder keeps parents informed about their child's achievements and progress. The childminder and parents work in partnership to ensure continuity of learning. Parents are actively encouraged to share what their child knows and can do from the start of their child's placement. In addition, the childminder completes innovative development files containing indepth observations, which are support by examples of children's artwork. This provides parents pleasure and means that they receive an exceptional range of information about the children's learning and development, in order to encourage learning at home, so providing an exemplary complete support system.

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

The childminder's induction and settling-in process is exemplary. Children due to attend receive trial sessions and the childminder's thoughtful and meticulous planning ensures they settle with confidence. It also means that children form strong attachments to her, which supports their emotional well-being extremely well. As a result, children are confident and exceptionally happy in the childminder's care. Consequently, they are extremely inquisitive with an enthusiasm to learn and are developing a strong sense of independence. The designated playroom is extremely welcoming and stimulating. For example, there is a first-rate range of low-level storage units allowing even the youngest of children to make their own choices as they play. Children very confidently explore the environment and happily make decisions about their play from the extensive range of resources available to them. Children feel safe as the childminder provides them with an environment where they can explore all accessible areas freely and independently.

The childminder demonstrates an excellent understanding of health and nutrition for young children and how to combine their dietary likes with their nutritional needs for growth and development. Healthy eating is promoted within the setting by an outstanding collection of games and books. Snack time is a social occasion, which the children benefit from greatly by sitting together and chatting about food. Children are encouraged to choose their own snack out of a choice of three types of fruit, and fresh drinking water is available at all times. Excellent hygiene practices are in place and include hand washing before and after snack. Children use the outdoor environment throughout the year to enjoy sand and water play, and being very active in making a den. 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. Children delight in being outside and relish in the added dimension the freedom and space give to their play. They are kept physically active as they experience excellent opportunities to access fresh air in the parks and surrounding countryside. The environment is extremely safe and a strong, robust knowledge of how to keep the children safe and learn about keeping themselves safe is paramount for the childminder. She interacts with them as they play and offers gentle reminders to support their safety. For example, she reminds them to take turns when playing on the slide, so they do not fall. Activities are planned that help children learn about safety and potential dangers. Fire drills are carried out on a regular basis so that the children know what to do in an emergency situation.

The childminder is an excellent role model and is highly skilled in supporting children to manage their behaviour. She consistently explains about sharing and being kind to each other and distracts children with other resources when necessary. She is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. The childminder enhances all aspects of the children's social skills by actively promoting and demonstrating a positive attitude towards others. She has a rich, varied and imaginative selection of books and play materials, which reflect positive images of diversity and the outings in the local community help to nurture children's respect towards people who are different to themselves. This could be enhanced further by introducing the concepts of different languages to support children's understanding of the world. Children also attend a variety of community settings on a daily basis in the local area including the local community attractions and the park to encourage them to develop their understanding of the world.

Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school.

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

The childminder demonstrates a robust and thorough understanding of her role and responsibility to safeguard children and promote their welfare. The childminder has an exemplary awareness of safeguarding procedures and how to report any concerns regarding child protection. Her safeguarding policy is shared with parents so they each have an understanding of the others' responsibilities. The identity of any visitors is fully checked and a record is kept of their visit, so that the childminder can ensure no unauthorised person has access to children. All relevant checks have been completed and the childminder has attended all appropriate training. Completion of rigorous risk assessments means children play in a home that is safe and securely maintained.

The childminder is well qualified. This has an extremely positive impact on her knowledge and understanding of the Early Years Foundation Stage. Consequently, a broad range of learning experiences are offered to the children in the seven areas of learning in both the indoor and outdoor environment. Precise and accurate monitoring of the children's progress by the childminder means that children are consistently challenged to ensure they reach their full potential. The childminder has very high expectations for all children in her care. She has excellent self-evaluation processes in place, which are robust and include contributions from parents and children. The childminder is passionate about her work with the children and consistently strives to provide the best possible care and education. She has extremely high expectations and is fully committed to improving the quality of the service she provides. The childminder identifies her own professional development training needs and is extremely enthusiastic to continue to update her knowledge and skills. Since her last inspection by Ofsted, the childminder has made inspiring progress in her learning and development. This highly benefits the children and families she childminds for.

The partnerships with parents are highly effective. These have been built specifically to support the children's development and complement the parents' wishes. Parents' views and their input are valued and are integral to the process of meeting children's individual needs. Innovative communication systems give parents an exceptionally good selection of information that underpins many of her systems, such as a united approach to learning at home. There is a distinct devotion to ensure that children who attend the setting receive the best attention that entices their curiosity and extends their learning and development. Partnerships with other providers and in the community are first class. They are beneficial to children's understanding of the world and consistently support them to make significant progress in their learning.

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	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	EY296432
Local authority	Rotherham
Inspection number	861583
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	04/12/2008
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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