

Inspection date	13/06/2014
Previous inspection date	20/04/2009

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 understands how children learn and make progress. She plans for children's individual learning needs, ensuring that they are interested and motivated learners.
- Children form strong and caring attachments with the childminder, and she cares for their welfare needs effectively.
- The children are kept safe as the childminder has a good knowledge of safeguarding practice and understands how to protect children in her care.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs well.

It is not yet outstanding because

- There is scope to develop more opportunities for children to build on their mathematical and problem-solving skills.

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 kitchen and 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 progress checks between the ages of two and three years, and assessment records.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector took account of the views of parents through written evidence, cards, letters, poems and drawings that the childminder had received.

Inspector

Julie Thorpe

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her four children aged, 18, 16, 11 and 10 years, in a house in Whiston, Rotherham. The whole of the ground floor and the rear garden are used for childminding. The family has two pet cats. The childminder attends a toddler group and a local childminding network group. She visits the shops and park on a regular basis, and collects children from the local schools and pre-schools. There are currently seven children on roll, three 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.

What the setting needs to do to improve further

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

- build on the existing mathematical and problem-solving side of activities to include counting, measuring, size and shape, so that children are even more prepared for school.

Inspection judgements

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

The childminder supports children to acquire the skills they need to be ready for their next stage of learning, by being skilfully aware of what interests the children, what their next steps are and offering exciting opportunities to develop their curiosity. The childminder knows the children well and has created individual folders of photographic evidence of children's progress, from initially starting with her, to them moving on to other settings. These are shared with the parents, and they are kept well informed of their child's development and progression through daily discussion. The childminder's creative outlook ensures that children are motivated, involved in their learning and progress well. Assessment is used effectively to identify next steps in learning. As a result, the childminder suitably extends and supports children's learning experiences to include challenge.

The childminder provides a good range of quality and stimulating resources, covering all areas of learning. Resources are easily accessible for all children to make their own choices. Children warm to the childminder and enjoy her company, asking her to join them in play and giving her roles to fulfil, as well as asking her to join them in singing. The activities effectively reflect the individual children's interest, supporting the characteristics of effective learning. For example, children are provided with a wealth of art and craft materials which foster their curiosity and imagination. As a result, children are keen to use the constructed 'play den' in a variety of ways that enchant and excite them. The

childminder communicates well with children, supporting and extending their language development. She uses recalling and repetition to consolidate children's understanding, and challenges them to think about previous experiences and problems. This promotes children independence in creating and thinking critically.

The childminder is secure in her knowledge of how to support and promote learning and development, especially in the prime areas. She places a strong emphasis on making them fun and playful. As a result, the children are inquisitive and joyful, chattering and singing while carrying out their play. The childminder reads stories that are full of excitement, intrigue, and intonation, enthralling and enticing children into the story. This supports their inquisitiveness in asking questions, such as 'What happens next? Who is it?' and 'What can we do about that?' Children enjoy being outside because the childminder arranges weekly visits to the library, butterfly farm, museums and local woods, and has an annual pass for a local science and water park. The children are gaining a wealth of different life experiences to support their understanding about the world around them and wildlife.

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

Children enjoy a strong and effective partnership with the childminder. The childminder supports their individual care needs through a well-organised and effective routine, offering a close emotional bond with the children. As a result, children are secure and confident, chatty and sociable with other adults in their environment. The childminder shows respect and values the children's contribution, by stopping and listening to the children, clarifying with them their individual needs and supporting their understanding of others around them. Parents are invited on a daily basis to share as much information with the childminder as possible. This ensures that children's changing needs are continued and supported in both their home and the childminder's care.

The childminder keeps her home safe and it is generally well resourced, warm and welcoming. Toys and resources are of a good quality, age appropriate and easily accessible to the children. Therefore, they are able to make free choices about their play. The children's behaviour is good because the childminder is calm, reassuring, relaxed and confident. This supports children in developing their own self-esteem and self-confidence. For example, she gently reminds children to walk and not run in the home. She offers lots of praise and children enjoy a comforting hug, or a reassuring smile, in recognition of their good work. This helps them to feel proud of their achievements.

The childminder gives good consideration to food hygiene practices and healthy lifestyles. Children are expected to always sit at the table to eat their food, and the childminder promotes good hygiene habits. For example, children wash their hands before and after eating, and on returning indoors in order to stop any cross contamination with germs on the resources. This supports very young children's health and well-being. Children are motivated by the environment of the woods and the local park in which they take exercise daily. They learn about wildlife and caring for nature. The childminder supports children, and encourages them to begin to put on and take off their coats, shoes and cardigans. As a result, children are gaining the necessary skills and attitudes to support their future move to other settings or to school.

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

The childminder demonstrates a clear understanding of her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. The childminder has a good level of awareness of the safeguarding procedures and knows how to protect children in her care. She has recently completed safeguarding training, and all required policies and procedures are in place. The childminder has a current paediatric first -aid certificate and, therefore, she has up-to-date knowledge and skills to deal with children having an accident or becoming ill. The childminder is conscientious about safety for children and conducts frequent risk assessments. She makes sure that children are always in sight or sound of her, to maintain safe levels of supervision. Consequently, children are cared for in a secure environment that promotes their welfare.

The childminder monitors children's progress well, and has a very good awareness of each individual child's interests, skills and abilities. As a result, children make good progress in their learning. She takes advice from the local authority development officer to improve her service for children. She also meets regularly with the childminding network group, sharing ideas and providing activities for children. The childminder is knowledgeable, supportive and understands the children's needs well, having attended several courses on 'Behaviour management', 'Treasure baskets' and 'Developing your self-evaluation'. The childminder knows her strengths and weaknesses and, as a result, is keen to develop more activities that focus on mathematical tasks, in order to support children's number recognition.

Partnerships with parents and other organisations are good. The childminder spends time at the beginning and end of the day having face-to-face discussion about children's achievements and care needs. The childminder has implemented an effective system of self-evaluation which includes listening carefully to the views of the children and parents. There is an abundance of written evidence, including cards, poems and pictures from the parents and children, that show children are very happy, settled and enjoy the time they spend with the childminder.

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	EY313075
Local authority	Rotherham
Inspection number	877991
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	20/04/2009
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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