

Inspection date	22/05/2013
Previous inspection date	22/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children make good progress across all areas of learning because the childminder provides a range of interesting activities that are planned to take account of each child's individual interests and to help them to progress towards the next steps in their learning.
- Children enjoy continuity in their learning because parents are actively involved in assessing their children's learning. Also they are fully supported in helping their children to make progress in their learning at home.
- Children are supported very well during periods of change because the childminder fully understands their need for additional emotional support during transitions.
- The childminder seeks the views of children and parents when evaluating her provision. As a result, she develops action plans to address areas of weakness and this means that she is improving her service to reflect their wishes.

It is not yet outstanding because

- On occasions, children access their dummies while they are happily playing and this sometimes hinders their attempts at communication through spoken language.
- Children's independent exploration is not always fully supported because the youngest children are not able to freely access the resources in the outdoor area.

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 asked the childminder questions at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and discussed the provider's self-evaluation.

Inspector

Nicola Dickinson

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 14 years, 10 years, eight years and five years, in a house in the Halfway area of Sheffield. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a number of toddler groups. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently eight 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 7.30am to 6.30pm, 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:

- promote children's attempts at communication through spoken language more effectively, by discouraging them from using their dummy while they are happily playing
- enhance children's independent exploration and extend their choice of activities, by ensuring they can freely access the resources in the outdoor area.

Inspection judgements

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

The childminder is knowledgeable about the Early Years Foundation Stage. She visits children in their homes before they enter her setting and obtains information from parents about their starting points and their interests. Planning for the youngest children focuses on promoting skills in the prime areas of learning. For example, play with resources, such as building blocks and stacking cups, help them to develop their physical skills. The childminder uses props, including story books and hand puppets, to promote children's understanding of language and overall, they are well supported in the acquisition of communication and language skills. Generally, they are working comfortably within the range of development expected for their age. However, on occasions, children access their dummies when they are happily playing and this sometimes hinders their attempts at communication through spoken language. Children enjoy touchy feely books where they

sit with the childminder, who helps them to turn the pages. The childminder uses these opportunities to introduce other aspects of learning, such as mathematics and children's sensory development. For example, they count pictures in books, talk about the different animals and textures they feel. Children enjoy investigating a basket of pretend mini-beasts. The childminder explores them too and introduces the name for each one, which extends children's vocabulary and understanding. Together, they explore the textures and the childminder introduces concepts, such as, 'big' and 'small', 'hard' and 'soft'. This learning is extended to help children to make connections between the pretend mini-beasts and the tadpoles in the tank on the windowsill.

The childminder provides a wide range of interesting activities that support children's progress. Planning takes into account each child's individual interests and the next steps in their learning. This ensures children are provided with activities that reflect their preferences for learning and they are able to take part to the best of their abilities. Through an effective balance of child-led and adult-led play, educational programmes are structured to help children make good progress. For example, children explore growth and change by monitoring the development of tadpoles. They also develop their knowledge and understanding of the world around them by taking part in bug hunts and nature walks.

Overall, children enjoy independent investigation of a wide variety of resources that capture their interest. Although, older children enjoy free-flow play into the safe, well-equipped outdoor area, the youngest children are not always able to freely access it. Their time in the outdoor area is governed by the childminder and this means that sometimes, their explorations are restricted to the indoor environment, limiting the choices they are able to make.

Through observations, the childminder records individual children's achievements, the activities they enjoy and identifies the next steps in their learning. Feedback about children's progress is shared with parents on a daily basis. Activities are shared with parents to enable them to promote their children's learning at home and comments made in children's 'learning journeys', show parents are actively contributing to the assessment of their progress. The childminder understands her responsibilities for completing the required progress checks at age two.

Children are developing a good understanding of equality and diversity through using a wide variety of resources, such as, small world toys, role play and stories. They enjoy making food from around the world and celebrate culture by exploring different religions and cultural festivals. By doing so, the childminder is teaching them to understand and tolerate differences and this helps to prepare them for the larger social environment of the local pre-school or school, when the time comes.

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

Children are supported well during transition when they enter the setting. Settling-in visits are planned with parents, taking into account the individual needs of each child and this means that they enjoy some continuity in their care. By visiting children in their own

homes, they become familiar with the childminder in their own environment and this helps them to build relationships before they enter the setting and to make a smooth transition. The childminder is a member of the Mosbrough Childminding Co-operative. The childminders in the group work together to provide cover for sickness and holidays and this means that children enjoy the security of always being cared for by a childminder they know well. Comments from parents show that they have strong relationships with the childminder. They view her as a friend and appreciate the high levels of support she offers them.

Children in the childminder's care appear to be happy and settled. They are confident and sociable as they choose from the resources available. Children demonstrate close, caring relationships by seeking the childminder out for reassurance and climbing on to her knee when they want to be cuddled. She helps them to develop strong peer relationships within their group by demonstrating to them through play, how to be kind, to share and help each other. The childminder also attends a number of local playgroups where children enjoy a larger social environment. They learn to work together and consider the needs of others and this prepares them for the next stage in their learning when they move on to the local pre-school or school.

The setting is vibrant and welcoming for young children. Displays show examples of their work and photographs depict their enjoyment of the activities offered to them. Children enjoy outside play where they develop physical skills, while learning how their bodies benefit from healthy exercise. A large field and wooded area can be accessed through the rear garden and this extends their explorations into the wider natural environment.

During walks to school and by using public transport, children learn about road safety and how to risk assess for themselves. Children enjoy visits to a variety of places of interest, including the seaside, the local country park and the zoo. They gain an understanding of risk because the childminder encourages them to explore independently. Children learn personal hygiene through robust daily routines, such as brushing their teeth after meals. Through everyday practices, children demonstrate their independence in attending to their own personal needs. This ensures they are independent in their self-care when they move on to school.

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

The childminder has attended safeguarding training and she demonstrates a good understanding of child protection issues. Daily checks ensure the environment is safe and suitable for children. Risk assessments are completed and procedures are followed to safeguard children when in the setting. The numbers of children she cares for and the times they attend, are recorded. The childminder holds a current first aid certificate, which means that she can give appropriate treatment if there is an accident to a child in her care.

The childminder accesses training to increase her skills, so she can deliver and implement planned learning programmes. She uses regular self-monitoring to evaluate her practice

and has a clear understanding of her strengths and weaknesses. Through her membership of the childminding co-operative, she shares good practice with other childminders and incorporates their suggestions to improve her provision.

The childminder supports parents' knowledge of her practice, by providing them with copies of the policies and procedures, so they are clear about the service she provides. Procedures regarding the use of mobile telephones and cameras are implemented. She seeks the views of children and parents through daily discussions and responds positively to any suggestions, enabling parents to be involved in the evaluation of her provision. For example, she has developed the outdoor area to make it more suitable for all the ages of children, who attend. The childminder has a thorough understanding of children's stages of development and the accurate assessment of their progress means that the childminder can share detailed information with other early years providers. As a result, children, who are cared in more than one early years setting, enjoy consistency in their learning. This ensures they continue to make good progress towards the early learning goals.

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	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	EY339434
Local authority	Sheffield
Inspection number	893302
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	22/02/2010
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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