

Inspection date	24/06/2014
Previous inspection date	27/04/2009

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 effectively monitors the quality of her provision and demonstrates a commitment to her own professional development. This enhances all aspects of her provision, therefore, children continue to make good progress.
- Teaching is good because the childminder knows how to promote children's learning through an effective balance of adult-led and child-initiated activities. As a result, children are acquiring the necessary skills for moving onto school.
- Children are effectively safeguarded because the childminder has a clear understanding of her role and responsibilities and how to protect children from harm.
- Good partnerships with parents ensure information about children's developmental progress is shared. As a result, parents are kept informed about the next steps in their children's learning.

It is not yet outstanding because

- The childminder does not maximise young children's curiosity about the natural world by providing a wide range of natural materials and interesting textures for them to explore.
- Children's self-awareness is not always strongly promoted as the childminder does not provide opportunities for them to see and talk about activities and outings they have previously experienced.

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 taking place in the kitchen, dining room and garden.
- The inspector conducted a joint observation with the childminder and asked her questions about her practice at appropriate times.
- The inspector took account of the views of parents provided through written feedback.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including verification of suitability checks.

Inspector

Catherine Mather

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and 10 years, in the Bramley area of Rotherham. A dedicated playroom, kitchen, living room and the rear garden are used for childminding. There is an enclosed rear garden for outdoor play. The family has a dog and guinea pig as pets. The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder holds an appropriate childcare qualification at level 3. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- maximise opportunities for young children to be curious and make discoveries about the natural world and textures by providing them with a wider range of natural resources to explore, such as, pine cones, sea shells, shiny objects and other textures
- enhance opportunities for children to make links in their experiences and talk about what they see, think and feel by, for example, making photographic books of activities and outings that children have previously enjoyed.

Inspection judgements

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

Children make good progress in their learning because the childminder has a good understanding of child development and uses this knowledge to provide purposeful play and learning experiences for children. There is an appropriate balance of adult-led and child-initiated activities, these are flexible and the childminder is responsive to children's individual needs. She uses good teaching methods and is actively involved in children's play. In addition, the childminder skilfully encourages, questions and supports children's progression. For example, children look at books and the childminder talks about what is happening, repeats words and asks a good range of open-ended questions. However, there is scope to further extend children's thinking skills and to help them make connections in their past experiences through, for example, looking at photographs of outings and activities they have previously enjoyed. The childminder plays alongside the

children, providing running commentaries and encourages them to try new things. This supports children in being active learners. Children engage in a good range of learning opportunities however, these are not always fully maximised because there are fewer natural, tactile resources to help them discover interesting textures and learn about the natural world.

There is an effective balance of adult-led and child-initiated activities. This means that children are able to enjoy free play as they follow their interests while also experiencing small group structured activities. For example, children help to collect items they will need to use with the play dough. Open questions help children to explore their critical thinking skills and to make predictions about how the dough will feel. The childminder helps the children to make faces in the dough and discusses which tools they could use to cut out their shapes. This leads to sustained shared thinking with the childminder, as they discuss their ideas and extends their enjoyment. Consequently, children are active and inquisitive learners who are acquiring the skills they need to be ready for the next stage in their learning.

Good emphasis is placed on working in partnership with parents. Information is gathered from parents about children's needs, on entry to the setting, which helps the childminder to identify children's developmental starting points. Children's learning and development is enhanced in the childminder's care and in their own homes. This means that the childminder has detailed information about children's needs enabling her to plan activities to promote their continuing progress towards the early learning goals.

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

Children are cared for in a welcoming child-friendly environment. The childminder has developed good systems to support children in settling into her provision. For example, children enjoy short transition visits to help them settle in. This promotes smooth transition and provides continuity in their care. Children build strong relationships with the childminder as they are provided with genuine warmth and affection. The childminder gathers good information from parents about children's individual needs, likes and dislikes when they first start to attend. This information sharing enables her to build up secure bonds and attachments with children. Therefore, children are happy and feel emotionally secure and safe during the time they spend with the childminder. The childminder ensures that children enjoy the benefits of outdoor play. The garden provides them with opportunities for developing their physical skills. For example, they enjoy using chalk on a large scale, jumping through hoops and learning to skip. Children enjoy a wide variety of healthy, home-cooked meals and snacks. The childminder discusses healthy choices with children at mealtimes, which helps them to understand how this promotes their overall health and well-being. Everyday routines help children to understand about personal hygiene, such as washing their hands after using the toilet. This means that they learn to be independent in their self-care in readiness for moving onto school.

Children behave well because the childminder teaches them to share, take turns and

negotiate as they play. This means that they are developing good social skills as they learn to cooperate. Children's social skills are further promoted as they attend local groups where they play with their peers and build relationships. As a result, their social and emotional development is fostered well. Children are sensitively supported and are praised for both effort and achievement, thus, their self-esteem is effectively promoted. Children's safety is given high priority, the childminder is vigilant at all times and this ensures children are supervised well and kept safe. She talks to the children about safety, including why they should sit properly on chairs. This helps children begin to develop an awareness of safety.

Children take part in a wide variety of indoor and outdoor experiences, such as weekly music and rhyme sessions at the local library, which enhances their physical development. Further trips to places of interest, such as local parks, woods, and farms enable children to enjoy learning in the wider environment; this promotes their growing understanding of the world around them. Children explore and investigate in the childminder's garden where they growing flowers, fruit and vegetables. Children harvest these and enjoy preparing them to eat, as a consequence they learn about planting and growing and the food chain.

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

The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Observations of children are recorded and include photographic evidence, to establish children's progress and to identify the next steps in their learning. The childminder is committed to meeting children's individual needs. The childminder has a good understanding of the requirement to work in partnership with other professionals where children have special educational needs and/or disabilities. She is effective in the support she offers all children and their families and written feedback from parents demonstrate they value highly the service she provides. Strong partnerships with parents mean that children benefit from a shared approach to their learning and development. In addition the childminder obtains parents' views from ongoing discussions and the written comments they make in children's learning journals.

The childminder has a good understanding of child protection issues and knows what to do if she has a concern. Therefore, children's welfare is promoted effectively. The childminder understands her roles and responsibilities and all required household members are suitably vetted. The childminder has a wide range of policies and procedures to support the efficient management of her provision. These are shared with parents and all other required documentation is in place. Written risk assessments are in place for the premises and places children visit, these are regularly reviewed.

The childminder monitors her practice effectively. She reflects on what she does well and the impact her teaching has on children's learning and development. This means that the childminder identifies areas for improvement to benefit children. The strengths and any areas for potential development are highlighted and acted on. For example, since the last inspection the childminder has evaluated the quality of her provision and its impact on

children's care and learning. Furthermore, she has fully addressed the recommendations raised at the previous inspection. As a result, practice is continually improving as the childminder is motivated, enthusiastic and strives to develop her provision further.

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	EY369126
Local authority	Rotherham
Inspection number	821212
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27/04/2009
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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