

Inspection date	03/06/2014
Previous inspection date	17/11/2008

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children make strong progress in their learning because well planned activities include the seven areas of learning, and take into account children's skills and interests. This means they are presented with challenges that promote their learning.
- Robust partnerships with parents ensure they are fully involved in assessing their children's progress. This means they are well informed about the next steps set for their children and as a result, they are supported very well in continuing children's learning at home.
- Children receive high levels of support to get them ready for school and this means they are emotionally very well prepared when the time comes for them to move on.

It is not yet good because

- The childminder does not always use skilful questioning to help children share their ideas and knowledge. As a result, they are not fully supported in making connections between the different aspects of their learning.
- Children are not kept safe at all times because the childminder has not completed first-aid training to make sure her knowledge is up to date. As a result, she might not be able to give appropriate care to a child if they have an accident.
- Self-evaluation is not thorough to ensure all weaknesses in practice are accurately identified. As a result, improvement plans focus on weaknesses identified in previous inspections, rather than being driven by the childminder's own assessment.

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 main playrooms.
 - The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
 - The inspector conducted a joint observation with the childminder.
 - The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of adults living on the premises, the childminder's qualifications, the childminder's self-evaluation form and improvement plan.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child, and one children aged 13 years in a house in the Thorpe Hesley area of Rotherham. The whole of the ground floor, two bedrooms on the first floor, and the rear garden are used for childminding. The childminder attends a toddler. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 12 children on roll. Of these, two are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and she holds a relevant level 3 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain a paediatric first-aid certificate.

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

- enhance children's learning by helping them to share their knowledge and ideas in detail. For example, by asking them open questions that help them to recall their learning, and help them make links between the different aspects of their learning
- improve self-evaluation to ensure it is robust and accurately identifies all areas for improvement within the provision. Use the information to devise focused action plans that drive continual improvement of the service provided, by taking swift action to address any areas of weakness.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. As a result, she provides children with learning experiences that promote their rapid progress towards the early learning goals. For example, children are learning about wildlife by exploring the lifecycle of the caterpillar. They use magnifying glasses to investigate different kinds of bugs and discuss with the childminder where they might find them. The childminder extends their learning into the natural environment during the walk to school.

The children explore the shrubs and walls that line the pavement to see if they can find snails and spiders. The childminder demonstrates a good understanding of how to extend children's learning by continuing with themes that interest them. For example, she reads them a story about a caterpillar that promotes their growing interest in books. As a result, children are engaged very well, and they demonstrate high levels of attention. Trips to places of interest, such as the local farm, enrich children's learning experiences and support their developing understanding of the world around them. On occasions, the childminder overlooks instances where she can enhance children's learning further by using questioning to help them share their ideas and knowledge. As a result, sometimes they do not make connections between the different aspects of their learning. For example, she does not encourage the children to make the link between the bugs in the story, and their findings during the walk to school. Nevertheless, learning records show that children are making strong progress in their learning.

The childminder has a detailed knowledge of where each child is in their development. During settling-in visits, the childminder obtains information about children's starting points, and their interests, from their parents. She keeps parents up-to-date with their children's progress by sharing informative assessments with them. This means they have a good understanding of the next steps in learning that have been identified for their children. As a result, they can support continuity in their children's learning at home. The childminder uses daily diaries to share children's learning, in which parents can add comments, and share milestones. Information about children's progress is also kept current through daily discussions with parents. This means there is a constant two-way flow of information to ensure the childminder has a good understanding of each child's learning needs. As a result, she provides them with a good balance of child-led play, such as role play with dolls, and adult-led activities, such as baking. Planned educational programmes target the individual learning needs of each child and promote their continuing progress towards the early learning goals.

The childminder completes progress checks with parents, for children between the ages of two and three years. This makes sure any areas of learning where children are not meeting their expected targets are accurately identified. As a result, early intervention strategies can be implemented to ensure additional learning needs are effectively addressed. The childminder has established suitable relationships with other professionals by attending a childminding support group at the local children's centre. This means she can seek additional support for children, for example, from health visitors. A number of children in her care enjoy shared care, and she links with other early years providers to share information about their learning. Full assessments of children's progress ensure information shared about their learning is accurate. This means children enjoy some continuity when the time comes for them to move on to other settings. Daily practices that reflect those children will experience in school, help them to prepare for the next stage in learning. For example, they learn to find their own name when they record their attendance at the setting.

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

The childminder has not completed up-to-date training in first aid. This means she cannot be sure she can give children appropriate treatment if a child has an accident while in her care. As a result, their safety is not assured. Despite this, the childminder demonstrates that her understanding of how to keep children safe is generally good. They are encouraged to risk assess for themselves. This means they begin to understand how to keep themselves safe. For example, they learn how to cross the road safely during walks in the community. They learn to keep themselves safe while in the kitchen during baking activities, and they learn how to use small tools, such as scissors, safely. Trips to local places of interest increase children's learning experiences and help them to understand the community they live in. They sometimes use public transport. This also helps them to understand how to keep themselves safe in the community. There is a strong focus on outdoor play and learning. As a result, children learn that exercise is fun and they begin to understand how it supports their overall health and well-being. Children choose from a suitable range of healthy snacks. This helps them to make informed choices about the food they eat.

The childminder provides a friendly, welcoming setting for children. She gathers information from parents about their care needs, thus ensuring their individual needs are met. The short introductory sessions they enjoy with their parents, help the smooth move, providing some continuity in their care. She understands children's need for extra emotional support during periods of change and as a result, they receive high levels of support. Children are emotionally very well prepared when the time comes for them to move onto the next stage in their learning. They enjoy 'play and stay' sessions at the local school. This helps them to become familiar with the school environment, and the adults who will care for them when they enter the school setting. Daily trips to school to collect older children develop their understanding of school routines. Children learn to dress themselves, develop independence in using the toilet, and learn about personal hygiene through everyday practices. As a result, they can attend to their own personal care needs when they move on to school.

The childminder is a good role model. She teaches children to use their manners and to be polite. She uses clear and simple messages to support their growing understanding of right and wrong. As a result, they observe consistent boundaries and behave very well. They enjoy the company of older children when they return from school, and they learn to share and play cooperatively. As a result, they are developing secure peer relationships. Children also attend groups at the local library where they can develop friendships with other children in larger social settings. They learn about equality and diversity by exploring the different cultural backgrounds of the children who attend the setting. For example, the childminder promotes their understanding that people have different home lives and family make-up. As a result, they are learning to accept each other's differences. This means they are well prepared for the diverse social environment of school.

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

The childminder does not hold a current first-aid certificate. As a result, she has failed to meet the requirements of the Early Years Foundation Stage, and is not complying with the

requirements of the Childcare Register. However, in general safeguarding practices are sufficient to support children's safety and well-being. The childminder demonstrates an appropriate understanding of the signs and symptoms of abuse and has policies in place that support safeguarding practice. For example, mobile phones and cameras are not permitted in the setting. There are clear procedures in place for reporting any concerns about children. Records of accidents to children are kept and permission to administer medicines is obtained from parents. This contributes to maintaining children's health and well-being. Attendance registers, including the times when children arrive and leave, are completed. This ensures ratios are adhered to at all times.

The childminder has a very good understanding of the learning and development requirements. She is keen to improve her teaching skills through a programme of professional development, and attends a number of training courses to develop her knowledge. For example, she has attended training to improve her knowledge of working with children with special educational needs. She evaluates the effectiveness of planned educational programmes each month. This ensures children's learning experiences offer them appropriate levels of challenge, and support their continuing progress towards the early learning goals. As a result, children are making swift progress across all areas of learning, and are exceeding their targets in some areas. Children's preferences for learning are discussed with them, and these are taken into account in planning. This means the service the childminder provides meets their individual learning needs because it reflects their interests. Partnerships with other early years providers are established. This means detailed information that supports children's continuing development is shared.

The childminder seeks feedback from parents, and children, through daily discussions. She links up with other childminders to share good practice, and occasional visits from the local authority childcare development team, help her to evaluate her practice. This means she can accurately identify her strengths. However, self-evaluation is not robust enough to ensure all weaknesses in her practice are accurately identified. Action plans target weaknesses that have been identified during previous inspections, rather than from the childminder's own assessment of her practice. This means that although the childminder evaluates her practice, plans to ensure the provision continually improves are not clear and focused.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the childminder has an appropriate first-aid qualification (compulsory part of

the Childcare Register)

- ensure the childminder has an appropriate first-aid qualification (voluntary part of the Childcare Register).

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	EY369164
Local authority	Rotherham
Inspection number	878571
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	17/11/2008
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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