

Inspection date	09/01/2015
Previous inspection date	02/09/2009

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		3
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

- The childminder completes accurate assessments of children's learning. This information is then used to inform planning and this means educational programmes provide children with suitable levels of challenge that support their continuing development. She works in partnership with parents sharing learning experiences.
- The childminder helps children to understand that all families are different and unique. As a result, children embrace each other's differences and respect each other and this helps them to build secure peer relationships ready for the move to school.
- The childminder teaches children to assess risks for themselves and as a result, they are developing a generally good understanding of how to keep themselves safe.

It is not yet good because

- The childminder does not have a thorough understanding of the Early Years Foundation Stage. As a result, she is not fully aware of her responsibilities of how to robustly safeguard children.
- The childminder does not make sure that all required documentation is available to view. As a result, she is not meeting the requirements of the Early Years Register.
- The childminder does not have a suitable system in place for professional development that ensures she keeps up to date with changing information. As a result, she does not have a good understanding of changing guidance that applies to her provision.

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 childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

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 in a house in the Swallownest area of Sheffield. The whole of the ground floor, a first floor bedroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. 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. Of these, four 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge and understanding of the Early Years Foundation Stage to ensure a clear understanding of responsibilities, with particular regard to data protection
- make sure all records are easily accessible and available for inspection, such as accident and medication records.

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

- develop an effective system for professional development that ensures she keeps up to date with current guidance and legislation that affects her provision and supports her development of skills and knowledge to promote improvement.

Inspection judgements

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

The childminder demonstrates a sound understanding of the learning and development requirements. During settling-in sessions, she obtains information about children's starting points and their interests from their parents. Documents used to track children's progress show that children are meeting the expected milestones for their age. Parents are kept informed about their children's progress through verbal updates. The childminder also shares information about children's progress and photographs by email and text messaging. This means parents have a good understanding of how their children are meeting the expected milestones for their age. As a result, they can continue their children's learning at home. Parents are encouraged to share information about their

children's learning experiences, and their achievements. This two-way flow of information ensures the childminder has a sound knowledge of each child's learning needs. She completes progress checks for children between the ages of two and three years and shares them with parents. This means any areas of learning where children might not be meeting their expected targets can be identified and early intervention sought to ensure additional learning needs are addressed.

The childminder takes into account children's interests, such as sensory play, when planning resources. She also uses current guidance documents to identify next steps in their learning and can demonstrate, through discussion, that she has a suitable knowledge of each child's stage of development. The childminder takes into account children's different learning styles to plan purposeful learning experiences for them and uses effective evaluation and teaching to reshape activities to capture their interest. As a result, children enjoy the activities on offer. The childminder uses games of hide and seek to support children's critical thinking skills. She also promotes early mathematics as children use blocks to stack and count. This means children's steady progress is supported in all areas of learning.

The childminder provides an appropriate balance of child-initiated play and adult-led learning. Children enjoy story time where they develop an understanding of early literacy. They also develop some of the skills they will need when they move on to the next stage in their learning, which is usually the local nursery school. For example, they choose their own books and learn to listen and concentrate for short periods. They also enjoy activities that encourage them to use their imagination, such as creative play. Children independently access a suitable range of resources and this means they can make choices about their play. The childminder shares information about children's development with other early years providers and this ensures they enjoy continuity in their learning when they move on to other settings.

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

Children's safety is given suitable priority because the childminder is attentive and ensures they are supervised appropriately and overall, are kept safe. Children are encouraged to risk assess for themselves during outings and they learn to identify hazards during outdoor play. For example, they learn how to use large play equipment safely during visits to the park. This means they are developing a sound understanding of how to keep themselves safe. The childminder uses clear explanations to promote children's understanding of right and wrong. Boundaries are consistently reinforced and simple explanations help children to understand the consequences of unwanted behaviour. Information about children's well-being is shared with parents each day. This ensures children enjoy continuity in their care.

The environment is welcoming and children demonstrate they are happy and settled. They investigate a suitable range of resources independently and are happy to share their play with visitors. The childminder has a good understanding of how secure relationships

promote children's emotional well-being. She gives them appropriate levels of support during periods of change. Short settling-in sessions with their parents help children to develop secure attachments early in their care. The childminder is a good role model. She encourages children to be kind, share, and play cooperatively. She helps children to understand that while they are all equal, they are all unique and have different family lives. As a result, children learn to embrace their differences and this helps them to build secure peer relationships that prepare them for the larger social environment of school. Children also attend playgroups where they build friendships in larger social groups. This means they are emotionally prepared for the next stage in their learning.

Children benefit from outdoor play in all weathers. They visit local parks where they enjoy large open spaces for running and climbing. This means children develop physical skills, while learning how exercise supports their overall health and well-being. They also develop their understanding of the world around them during walks in the community where they investigate how the natural world changes with the seasons. Children enjoy a very good range of healthy meals and snacks. They make choices about the food they eat and discussions help them to understand how making healthy choices promotes their health. They learn personal hygiene through daily routines. As a result, they can attend to their own personal care when they move onto school.

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

The childminder demonstrates a suitable understanding of the signs and symptoms of abuse, which means she can identify children who might be at risk from harm and keep them safe. The childminder shares policies and procedures with parents. This means they understand the service she provides and the measures in place to keep their children safe. The childminder understands the procedures to follow for reporting any concerns about children, or adults. This ensures children are generally, suitably protected. 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. However, the childminder does not make sure that records are accessible and available to view for inspection. Consequently, she is not meeting the requirements of the Early Years Register. Attendance registers, including the times when children arrive and leave, are completed. These show that ratios are maintained. Information about children and photographs are kept and shared through a range of media, such as email and text messaging. However, the childminder is not aware of her responsibilities with regard to data protection, so she does not ensure that all information is kept and shared securely. The childminder completes risk assessments of the premises and of the places children visit. This ensures the premises are safe for children to use and they are kept safe during outings.

The childminder has a sound understanding of the learning and development requirements. She demonstrates an appropriate knowledge of each child's stage of development. She provides resources that encourage children to investigate independently and provides adult-led activities that support children's progress. Partnerships with other early years providers are established. This means information that supports children's

continuing development is shared. The childminder's evaluation of activities ensures most weaknesses in planning are addressed. As a result, learning experiences offer children suitable levels of challenge to support their continuing progress. Learning records show that children are making suitable progress from their starting points and are meeting their expected milestones across all areas of learning. The childminder understands how to seek support from other professionals if children do not meet the targets set for them.

Parents are kept informed about the activities children enjoy and of their progress through discussions each day. The childminder seeks feedback from parents and children through these daily discussions and their views are taken into account. The childminder has taken action to address some of the weaknesses identified at previous inspections. However, her self-evaluation is not robust enough to identify all weaknesses in practice. Plans for professional development are not sufficient to ensure she keeps up to date with changes to legislation and guidance that affects her provision. As a result, plans for improvement are not sufficiently focused to target weaknesses and ensure the provision continually improves to benefit the children who attend.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY377782
Local authority	Rotherham
Inspection number	878761
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	02/09/2009
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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