

Inspection date	09/06/2014
Previous inspection date	17/02/2009

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

- Children are enthusiastic and eager to learn. They feel confident to try new things and are supported by the childminder who knows their next steps and provides a well-balanced curriculum to support their individual needs.
- Children are welcomed into the childminder's home, settle quickly and gain confidence in making new friends. This is enhanced by the childminder's caring and supportive nature.
- The childminder keeps children safe through robust policies, procedures and practice.
- The childminder develops strong links with parents which helps to support children's continuous learning and development.

It is not yet outstanding because

- There is scope to develop further the partnership with school, in order to support children's transitions and their continued learning journal.
- There is room to enhance planned activities to include unique differences in cultures and races from around the world.

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 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 assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector took account of the views of parents and carers from information included in the childminder's parent survey.
- The inspector spoke to children during free play.

Inspector

Julie Thorpe

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 and four children aged 14, 11, eight and three years, in a house in Doncaster. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. 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 seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- strengthen the relationship with school, in order to help children develop the key skills needed for a seamless transition
- build on the already good planning of activities to include more detail around cultures different to the children's own.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and through this she supports children's individual learning, planning for children's next steps and development through knowing the child's interest. Children's journals are well documented and there is a two-way sharing of information daily and weekly, that supports ongoing involvement with parents and keeps them up to date with their child's progress. However, relationships are just developing to support the transition of children from the childminder into school. The childminder is aware that she needs to support children's transitions but is less aware of what the school want from her in regard to the children being ready for school.

Children's language development is supported by an enthusiastic and playful childminder. She engages children in fantasy role play, extending and developing their language acquisition which supports their physical, personal, social and emotional development. For example, the childminder demonstrated the use of the traction vehicle. She explained clearly how to use the toy and the child understood that the harder he pressed, the further the vehicle travelled. Subsequently, the child was learning indirectly about force,

speed and distance. The childminder skilfully asks questions of the child, challenging the child's thinking through conversation, such as 'What do you think?, Is it black?', giving an appropriate length of time for the child to respond. This supports the introduction and development of new words. The childminder repeats them and extends them and as a result, children are confident to try out new words for themselves.

Children are interested in the World Cup and the childminder had built on this by encouraging the children to design their own footballs. Each child had selected a team and there is a display board showing all the different countries and their flags. However, there is scope to extend the children's learning, by looking at the geography of the countries and the different cultures and traditions and giving the children more detailed understanding of people from around the world.

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

Children have a strong bond with the childminder as their key person and feel safe and confident in her home environment. She takes time to get to know the children and families well, she also introduces her own family to new parents by giving a short written summary of her own, her husbands and her children's likes and interest. The childminder has recently undertaken a progress check for children aged between two and three years. The information is well documented and gives a good summary of the child's starting points and progression. The childminder has accurately pinpointed the child's stage of development and next steps. The parent is really pleased to have received this information and agrees with the childminder's evaluation.

Children are developing good hygiene practices as they fully understand they must wash their hands in preparation for snack and lunchtime. They are provided with healthy and nutritious snacks and have access to drinking water. Good behaviour management techniques are used to support children become more focused on activities and to tidy away toys. The childminder asks children to do most of the work by starting the children off and asking for their cooperation. Staying calm and gently reminding the children of the task, she explains that we need to put toys away so that we can get more out to play with safely. As a result, the children concentrate on carrying out the mission in order for them to get out more toys. The childminder is aware that the older children are slightly more challenging. She uses different methods to gain the attention of the older group, by discussing her concerns with them and giving them responsibilities, such as being responsible for younger children during fire drills and taking care of the stop watch. This in turn fosters a more mature approach and caring nature for all the children.

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

The childminder has a good understanding of her role and responsibility in protecting children. She has written policies and procedures which are shared with parents so that they are also aware of her responsibilities. The childminder understands the procedures to follow in the case of any concerns about children in her care. She is organised and completes all necessary paperwork, including records of attendance, accident and injury forms, risk assessments and daily health and safety checks. For example, her policies include safe administration of medication and consent to take children on outings. This ensures that children in her care are safe from harm.

The childminder is proud that she has completed her National Vocational Qualification at Level 3 and feels that it has supported her in her development and understanding of children's different learning styles. For instance, she is now more relaxed about letting children play freely, rather than trying to guide and intervene, to ensure that children are learning. This is evident in observation of the childminder's interactions with the children. For example, she gives the children time to respond when faced with new challenges rather than taking over the activity. Assessment and planning are supporting the childminder in the knowledge that children are progressing and developing and she is confident in being able to differentiate activities to suit children's individual needs.

Partnerships with parents are well established, although there is scope to extend and develop work with the school. The childminder is effectively seeking contributions from parents about her service through questionnaires and the majority say that they are extremely happy with the service they receive. The childminder has now drafted a questionnaire for children who attend her setting, so that they can also contribute to the development of the service. Her own self-evaluation has highlighted some areas for personal development and the childminder is keen to learn new skills in playing outdoor games which extend children's play and learning.

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	EY382328
Local authority	Doncaster
Inspection number	821592
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	17/02/2009
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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