

Inspection date

Previous inspection date

18/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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 children are safeguarded appropriately because the childminder understands her responsibility to protect children and keep them free from harm.
- Children develop secure attachments with the childminder, which effectively supports their emotional well-being.
- The childminder develops good partnerships with the parents. This helps to ensure that they are sufficiently informed about their child's development.
- Children have regular access to the outdoors for fresh air and exercise. This effectively supports their physical development and well-being.

It is not yet good because

- The required progress check for children between the ages of two and three years is not in place, to identify children's strengths and where their progress is less than expected.
- The childminder does not always use the information gathered from observations to help her identify what children can do and any possible gaps in their learning. This means that learning is not always effectively planned for.
- Systems to evaluate practice are newly implemented and do not yet take into account the views of parents and children.

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 toured the premises used for childminding.
- The inspector observed practice and interaction between the childminder and children during play.
- The inspector looked at a range of documentation, including the childminder's policies and procedures, the children's assessment records and planning documents.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector checked the childminder's qualifications and evidence of her suitability.

Inspector

Ruth Hudson

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children, aged four years and one year, in Wath-upon-Dearne close to Rotherham. The childminder sometimes works alongside two family members who are both registered childminders. The whole of the ground floor of the property is used for childminding. There is a detached building in the enclosed garden also used for childminding purposes. The family have a dog. The childminder collects children from the local schools. There is currently one child on roll, who is in the early years age range and who attends for a variety of sessions. The childminding provision operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop systems to use routine assessment, such as the progress check for children between the ages of two and three years, to identify children's strengths and where their progress is less than expected, and provide parents with a short written summary of their development in the prime areas of learning
- use information gained from observing children to accurately track each child's stage of development, across the areas of learning, and effectively plan future activities that will enable children to make good levels of progress.

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

- embed systems for self-evaluation, ensuring that the views of parents and children are taken into account when evaluating and planning improvements in practice.

Inspection judgements

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

The childminder demonstrates a suitable understanding of the Early Years Foundation Stage learning and development requirements. Consequently, children make satisfactory progress in their learning and development. As a result, they are gaining the skills they need to help them with the next stage of their learning. The childminder actively encourages parents to share information about their children at the start of the placement. She then uses this information to help the child settle in and plan activities that they will

enjoy. The childminder completes short observations of the children. These are recorded on a secure electronic system. However, the childminder's monitoring and assessment of observations is not yet fully effective. Consequently, next steps in each child's learning and development are not always effectively planned for, which means that children make steady, rather than good progress. In addition, she has not put arrangements in place to complete the required progress check for children between the ages of two and three years. As a result, she is not able to easily identify children's strengths and where their progress is less than expected. The childminder understands that children learn best when they are interested and involved in the activities she provides. As a result, the childminder provides a range of activities and outings to capture the imagination and interests of the children. For example, recognising the children's interests in farms, she has provided a range of small-world farm resources and planned outings to a local farm to capture the children's interests and fascinations. As a result, the children are provided with opportunities to develop a range of skills, including their understanding of the world. The environment is well resourced with a range of toys and games, which are suitable for the ages of the children attending, and are easily accessible to all children. This supports opportunities for children to initiate their own play, as they can independently select their own toys and resources.

There is lots of communication between the childminder and the children, including open-ended questions to help children to think and demonstrate what they know. The childminder is attentive as she listens to children, showing genuine interest in what they are saying. The childminder promotes children's early communication and language skills, through everyday conversations. The childminder uses these routine opportunities to introduce children to new vocabulary. A safe garden provides opportunities for daily fresh air and exercise using a range of larger toys, such as bikes and climbing equipment, which encourages children's gross motor skills. Early literacy skills are developing at a steady rate. Children make marks with colouring pencils, as they create their own pictures, and older children are encouraged to recognise the letters in their names and write them on their pictures. A range of age-appropriate books are available for children. Children are introduced to mathematics from a young age as the childminder encourages them to count in everyday routines, and when playing in the sand, she encourages them to estimate how many scoops of it will take to fill a bucket. As a result, children learn some of the skills they will need to prepare them for the move to nursery and school.

The childminder has developed positive relationships with parents and the other early years settings the children attend. She shares information with them, both verbally and electronically, each day, about the activities the children have been enjoying while in her care. By sharing information in this way, parents develop an understanding of how the childminder plans activities to suit children's preferences, supporting some continuity in their learning. She works closely with local schools to share strategies to support children's learning ensuring a consistent approach.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. The children settle quickly in the home as the childminder works

closely with parents to ensure the children's individual needs are met. Parents are effectively encouraged to share what they know about their children before they start with the childminder. This includes; children's likes and dislikes, what they enjoy doing, how they usually settle, important people in their lives and home routines. Consequently, the childminder can provide individually tailored care, consistent with that given at home. This ensures a smooth transition between home and the childminder's setting, and effectively promotes children's well-being. The children form strong bonds with the childminder, and are happy and content in her care. She responds well to children's emotional needs, recognising when they need reassurance and comfort.

The childminder mainly uses a dedicated playroom, situated at the bottom of the enclosed garden, and the garden for childminding. She provides a large range of resources, and these are organised effectively in clear drawers and on shelves, at low-level. As a result, children are able to select what they want to play with and develop good levels of independence. Children's artwork is displayed and they happily point out their pictures. As a result, children's confidence and self-esteem are well supported. Children are clearly familiar with the daily routines. These are flexible, yet well-organised, to help children feel secure. The childminder effectively promotes children's physical and emotional well-being within these. The childminder offers frequent praise and encouragement, and manages any minor age-appropriate unwanted behaviour effectively. This effectively fosters children's awareness of boundaries, and helps them manage their feelings and behaviour in a way which promotes their emotional well-being.

Children develop a good awareness of how to keep themselves safe and healthy. For example, children help themselves to a drink as they become thirsty, enabling them to recognise and take action to meet their own needs. As they select their snack from their lunch boxes, the childminder talks to them about making healthy choices encouraging them to select fruit. Children are supported to wash their hands before they eat, reinforcing their early understanding of healthy practices. A variety of indoor and outdoor physical activity is provided. This enables children to benefit from fresh air, effectively supporting their physical development and well-being. Good risk assessments are in place to keep the children safe in the childminder's home, and when on trips to the local schools and parks. Children are taught to cross the road safely when going out. This enables the children to develop a sense of personal safety. Children confidently take turns, playing cooperatively and following instructions, which enables them to develop very good social skills and be ready for their next steps in education.

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

The childminder demonstrates a suitable understanding of safeguarding children in her care, and has a range of policies and procedures in place to support children's well-being. Suitability checks are in place for the childminder, her co-childminders and her partner. Children are never left alone with people who are not vetted. Documentation, such as an attendance record, which supports children's safety and welfare, is appropriately maintained. A good system for addressing risks in the environment is in place, and children are supervised at all times as they play. The childminder is aware of her role and

responsibility to report any concerns she may have about a child's welfare. She is also aware of the requirement to notify Ofsted of any significant changes or events. The childminder has completed all mandatory training requirements. For example, she has recently updated her paediatric first-aid training. Consequently, the childminder demonstrates an appropriate understanding of her role and responsibility in ensuring children's welfare is supported.

The childminder demonstrates a basic knowledge and understanding of how children learn, along with the learning and development requirements of the Early Years Foundation Stage. Children make steady progress in their development. However, the childminder's understanding of the requirement to monitor and assess children's learning is limited, which has an impact on the effectiveness of her teaching. As a result, she does not use the information, gained through observations, to make individual assessments of the children's learning, to further maximise their progress. The childminder has begun to reflect on her practice, by undertaking self-evaluation. This has supported her to identify the need to develop a professional-development programme to improve her knowledge, understanding and practice. However, this is in its early stages as she has not fully considered the importance of involving parents and children in this process, to evaluate her practice. The childminder otherwise understands the importance of working in partnership with parents. She develops good relationships with them. Parents comment that they are happy with the care that she provides. They are kept informed, through an electronic diary and verbally, about their children's achievements, at the end of each day. The childminder sometimes works alongside her parents as co-minders. She is working closely with the local school to support the transition of children into the school environment. There are currently no children attending who have special educational needs and/or disabilities or who speak English as an additional language. However, the childminder demonstrates a sound understanding of the benefits of sharing relevant information with outside agencies to ensure continuity of care and education.

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	EY431278
Local authority	Rotherham
Inspection number	881146
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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