

## Inspection date

Previous inspection date

23/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 developing good independence skills as the childminder enables them to take control of their own self-care and organises the toys and activities so that children are able to freely choose the direction of their play.
- The childminder fully engages with the children in their play and provides experiences that help them to make good progress in their learning and development.
- Effective partnerships between the childminder and other providers where children attend enables the productive sharing of information to ensure transitions are smooth and that children's learning and development is consistent.

### It is not yet outstanding because

- The views and opinions of parents and children are not regularly included in the childminder's self-evaluation process to enable factors relating to children's learning to be known to the childminder.
- Children are not yet making exemplary progress because the information gained from the childminder's observations is not always used to full effect.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 setting.
- The inspector observed children's records and a selection of required documentation.
- The inspector observed the childminder's practice and held discussions with her throughout the inspection.

## Inspector

Karen Byfleet

## Full Report

### Information about the setting

The childminder was registered in 2012. She works from the home of her co-childminder where the co-childminder lives with her husband and two children in Balby, Doncaster. The whole ground floor is used for childminding, with an enclosed garden for outside play. The family have two pet cats and a rabbit. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll and of these five are in the early years age group.

## **What the setting needs to do to improve further**

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

- use the information gained from observations to better effect, so that assessments of children's next steps can be clearly identified, to enable more effective progress in their learning and development
- develop further the self-evaluation process so that it regularly includes the views and opinions of parents and children.

## **Inspection judgements**

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

The childminder has a good knowledge, understanding and awareness of the Early Years Foundation Stage. She has good processes in place for observing and monitoring children's progress and makes good use of documentation that is available. This helps her to identify the development bands for each area of learning for all children. However, the information gained from the childminder's observations is not always used to make the most of assessing and planning for the next steps in their learning. For example, sometimes there too many areas identified at one time for them all to be achieved in a meaningful way.

Children participate in a good range of age-appropriate activities both within the childminder's setting and at the groups they regularly attend. Children readily engage and join in planned activities. For example, they enjoy exploring and investigating a variety of textures and tools as they use 'lolly pop' sticks, glue and fake snow to make snowflakes, which the childminder readily displays in the playroom. During these activities the childminder talks to the children about what they are doing, using descriptive words, such as soft, sticky, cold and icy. This extends children's language and vocabulary by introducing them to new words.

Children's physical development and understanding of the world is progressing well for their ages. They have access to various activities requiring them to move and handle different tools and resources. For example, they enjoy painting, pressing and pushing buttons on musical toys and shape sorters. Outdoors they are able to explore and investigate as they watch the effects of the melting snow, make footprints in the snow and look at the patterns left by their shoes. Other outdoor resources encourage further physical development as children have access to small sit-and-ride toys, balls for kicking

and throwing and a small climbing frame.

The childminder takes children into their local community where they visit the shops and park, enhancing their knowledge of the world around them. A good range of imaginative and construction activities, such as, role play, dressing up and building with bricks provide opportunities for children to develop their social and physical skills. The childminder is considerate of differences and backgrounds and ensures inclusion for all. For example, she provides a good range of dressing up clothes and age-appropriate books that promote positive images of gender, disability and culture. Children are curious and inquisitive and enjoy using new technical equipment to look at the photographs taken of them earlier in the snow. Children participate in a wide range of activities that cover all areas of learning and are making good progress. They enjoy musical activities and have access to a variety of musical instruments, sing familiar songs and rhymes and attend a weekly music group with the childminder. This supports their developing communication and language skills. Children's literacy development is enhanced through the good range of books, which they can independently access. They enjoy books both independently and though stories read to them by the childminder and they are developing a good understanding of how to handle books.

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

Children's confidence is developing well. They are happy and settled in the childminder's home and have formed strong relationships with both the childminder and her co-minder. The childminder offers children lots of praise and recognition for their efforts. For example, she attractively displays their individual art work, helping to raise their self-esteem. Children are independent in their self-help skills, such as hand washing and dressing themselves. For example, putting on their own coats, scarves and hats. Younger children are also developing skills in putting on and taking off their own shoes.

Children's dietary needs and parental requests are considered well. The childminder provides a healthy balanced menu of foods for snacks and meals, such as, fresh fruits and fresh vegetables, yoghurts and pasta. Children are kept safe within the setting. Premises are kept secure and the childminder has an emergency evacuation plan in place which is practiced with the children. This helps to raise their awareness and understanding of how to stay safe.

Children have formed good relationships with their peers and are well behaved. Through attending other groups, such as nursery, various toddler groups and playing with other children, they are developing a good awareness and understanding of sharing and taking turns. A good supply of age-appropriate toys and resources are easily accessible to children, enabling them to make independent choices. Children are well-prepared for transitions. For example, information around their learning and development is exchanged when children move providers, ensuring their starting points are identified. Regular settling in visits for the children between the childminder's setting, children's home and other providers ensure that transitions are smooth.

### **The effectiveness of the leadership and management of the early years**

## provision

Appropriate policies and procedures that are in place enable the childminder to meet children's health, safety and welfare needs well. The childminder is secure in her knowledge of child protection and has attended appropriate safeguarding training. She fully understands the Local Safeguarding Children Board procedures and how to refer to these for any concerns she may have. Children's safety is further assured through the detailed risk assessments that are in place. The childminder is vigilant regarding safety within the home as she ensures the premises are kept secure, preventing children from leaving unattended and any visitors to the setting are requested to sign in and out.

Self-evaluation is in place and although the childminder has reflected on practice and acted on some aspects identified. For example, after reviewing the rear outdoor area, the childminder has installed a new all-weather play surface. This now enables children to access the outside play space in all weathers. However, she is not regularly including the views and opinions of parents and children in her self-evaluation process. This means that factors that impact on children's learning may not always be known.

The childminder has developed positive relationships with parents. She shares information with them on a daily basis about their children's care needs. Photographs of the children participating in a variety of activities and the observations made by the childminder of children's progress are shared regularly with parents. The childminder sends texts to parents to assure them that their children have settled after they have left. Partnerships with other providers are positive. Where children attend nursery or school, information is shared between the childminder, teacher and parent around children's learning and welfare and that any identified gaps in their learning are worked with in a consistent manner. For example, by providing activities that encourage children to recognise letters of their name.

## 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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.                                                                                                                                                                                                               |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY449342       |
| <b>Local authority</b>             | Doncaster      |
| <b>Inspection number</b>           | 809260         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 5              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | Not applicable |

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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 that are usually their 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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