

Inspection date

Previous inspection date

26/04/2013

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 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 is satisfactory

- The childminder provides children with warmth, reassurance and praise. This enables them to feel happy, secure and comfortable in her care.
- Children benefit from the childminder's positive interactions with them as she talks to them during daily routines and play, which supports their emerging language development.
- A suitable range of activities, both indoors and outdoors, support children to make steady progress in their learning and development.
- The childminder shares her policies with parents so that they understand the procedures she follows in order to keep their children safe.

It is not yet good because

- Information gathered from observations of children's learning is not used fully to accurately assess children's progress in order to consistently plan sufficiently challenging next steps in their learning.
- The childminder's use of self-evaluation is in its infancy. Systems are not yet sufficiently precise to help her identify priorities for improvement and how these will be achieved.
- Although the childminder has established partnerships with other settings that children attend, she is not yet sharing her observations and assessments on the children to strengthen the continuity in their learning.

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 spoke to the childminder and children at appropriate times during the inspection.
- The inspector watched the children during play and the childminder's interactions with them.
- The inspector looked at a sample of policies, other documentation and children's development files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Mather

Full Report

Information about the setting

The childminder was registered in 2012 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, 10 and six years, in the Woodlands area of Doncaster. The whole of the ground floor, including a downstairs bathroom, is used for childminding. There is an enclosed garden for outdoor play. The family has two dogs, a cat and a guinea pig.

The childminder attends a local toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and nursery. There are currently five children on roll, all of whom 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. She 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:

- undertake more rigorous observations and assessments of children's learning and development to more accurately assess their progress. Use this information to consistently plan sufficiently challenging activities to fully support their next steps in all areas of learning.

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

- monitor reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will continuously improve the quality of provision for all children
- extend the existing partnerships with other settings who share the care of the children to further promote children's continuous learning.

Inspection judgements

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

Children are cared for in a welcoming environment and are happy and secure in the care of the childminder. She has a satisfactory understanding of the Statutory Framework for

the Early Years Foundation Stage and how to promote the areas of learning and development. However, the childminder does not carry out precise observations and assessments in relation to the progress children make across all areas of learning and does not consistently plan for the children's next steps in learning. This means their learning is not as effective as possible.

The childminder provides a good range of resources and play experiences that promote all areas of learning. This means that children are given suitable opportunities to make progress in their learning. For example, toddlers play and explore the play kitchen, which includes an oven, microwave, sink and cupboard. They pretend to cook using play food, pots, pans and kitchen utensils. The childminder uses language relating to numbers as she talks about 'lots' and 'few' as children play. They actively learn by carrying out tasks, such as making 'a cup of tea' and handing a plate of food to the childminder, who thanks them and pretends to eat. This means they are beginning to understand social skills and are learning how to consider the needs of others.

The childminder fosters children's interests in stories and books by engaging them in looking at books at the local library and in the home. Children look at books, which are thoughtfully displayed, and the childminder draws their attention to pictures of insects and creatures, which she also displays on the wall. This supports their early reading skills as they look at the pictures and words. The environment is rich in print where children can learn about words. For example, children learn about living things as they search for mini beasts in the childminder's garden, using binoculars and magnifying pots as they explore the natural world. This means that children use their exploring and investigating skills, showing curiosity and using their senses to explore the world around them. As a result, they are developing their understanding of the world because the childminder teaches them skills in the context of practical activities.

The childminder is familiar with the requirements for implementing the progress check at age two and is considering ways to complete it and share it with parents. The childminder works in partnership with parents and effectively shares information on a daily basis about activities, achievements and care routines. She keeps a daily communication book, which includes what children have eaten, when they have slept and any plans for outings. When children start to attend, the childminder uses an 'individual needs form' to seek information which helps children to settle quickly in her care. For example, she finds out about their likes, dislikes and preferences. The childminder also sends parents reassuring text messages to let them know that their child has settled.

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

The childminder provides a homely relaxed environment where children's emotional well-being is well supported. She is warm and nurturing with children and they go to her for cuddles and snuggle in when they are feeling tired. Children receive praise and encouragement for their efforts and respond positively to the attention and affection they receive. As a result, this fosters their growing confidence and self-esteem. Children behave well in the setting; they feel safe and content because the childminder builds warm and trusting relationships with them. She offers settling-in sessions for new children to help

them adjust to her home environment. This also provides further opportunities for parents to exchange information about their child, which helps the childminder to get to know them quickly and respond to their individual needs.

There is a good range of equipment and resources that are stored in low units to encourage children to make their own choices. This means that their growing independence is promoted as they do things for themselves. Equipment is suitable for their age and stage of development. There are resources, such as dolls, musical instruments and books that provide positive images of diversity, to help children learn about the wider world.

The childminder supports children to develop a healthy lifestyle and provides them with a range of meals and healthy snacks. Posters displaying fruit and vegetables are used as discussion points and children are encouraged to try new tastes. The children sit down together to eat meals at the table and this is an opportunity to socialise and talk about what they will be doing later. Children are encouraged to have an active lifestyle as they play in the garden and are taken on regular walks and outings to local parks. Children learn how to keep themselves safe, for example, as they practise the fire evacuation procedure so that they know what to do in an emergency.

Children develop good social skills as they enjoy and look forward to regular outings to toddler groups, play sessions and the local library. This helps them build confidence and supports transitions when away from the childminder's home environment. As a result, children are well prepared for the transition to school.

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

Children are kept safe because the childminder understands the safeguarding and welfare requirements of the Early Years Foundation Stage. She knows what action to take should she have any concerns about a child in her care. Children are further protected because the childminder has risk assessments in place.

Relationships with parents are very good and they are kept well informed about activities and experiences that their children have taken part in. One parent says how well her child has settled with the childminder and how they love going to the setting. The childminder also liaises with other settings that children attend and she shares information about their general well-being. However, as yet she does not share her observations of children in order to promote continuity in their learning.

The childminder's monitoring of the educational programmes and planning are not sufficiently robust to ensure that children make rapid progress towards the early learning goals. This is because the childminder is not completely confident in how she uses the information about what she knows about each child, from her observations and assessments, to effectively support her planning.

The childminder demonstrates a commitment to continuous improvement. However, self-

evaluation is in its infancy and is not yet robust enough to effectively target and continuously improve children's achievements. The childminder is in the early stages of establishing her provision. She is very keen and highly motivated to develop her service and has begun to identify areas for improvement. For example, she has expressed a desire to attend further training to further develop her knowledge of planning for, and assessing children's learning, in order to improve her practice. She also benefits from opportunities to share ideas when she attends the local childminder support group.

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	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 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 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

Unique reference number	EY450511
Local authority	Doncaster
Inspection number	888287
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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