

Inspection date

Previous inspection date

08/09/2014

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 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 knows the children well and she confidently identifies their interests and provides activities she knows they enjoy.
- The childminder has a sound understanding of safeguarding procedures and how to keep children safe. She supervises children well and takes appropriate action to ensure they are safe and secure in her home.
- The childminder works closely with parents to help children settle into her care. As a result, children develop confidence and are emotionally secure.

It is not yet good because

- The childminder's observations of the children do not accurately track their progress and development across the areas of learning. Therefore, children do not always receive appropriate levels of challenge to ensure they make good progress.
- The childminder cannot demonstrate that her insurance provides adequate cover for transporting children in a car.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder engage in a range of indoor learning activities with the children.
- The inspector held discussions with the childminder and completed a joint observation with her.
- The inspector looked at samples of children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector viewed the areas of the premises the childminder uses for childminding.

Inspector

Yvonne Layton

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her two children, aged eight and five years, in a house in the Firth Park area of Sheffield, in South Yorkshire. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. She visits the park on a regular basis and collects children from the local schools. There are currently three children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports a number of children who speak English as an additional language. She holds appropriate early years qualifications at level 3 and 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 ways of assessing and monitoring children's progress against their expected levels of development, for example, by referring to the early years outcomes guidance document to assist in identifying children who are at risk of delay or are ahead for their age, thereby meeting children's individual learning needs
- ensure that insurance held provides adequate cover for transporting children in a car.

Inspection judgements

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

Children develop a generally positive attitude to learning because the childminder has a sound knowledge of each child. She has a suitable knowledge of the children's capabilities and demonstrates that she has a solid awareness of each child's individual needs. The childminder identifies each child's next steps to aid their progress. This makes sure that children are making steady progress towards the early learning goals and develop suitable skills for their future learning, such as moving on to nursery or school. The childminder completes observations of children's play and completes assessment records which recognise the seven areas of learning and provide some aid for monitoring of their progress. However, the childminder does not use any reference materials to check if children are reaching expected levels of development. This means she is less able to identify children who are at risk of delay or are ahead for their age and provide targeted support appropriate to their individual learning needs. The childminder provides a suitable

mix of planned and child-initiated activities that place an appropriate focus on the prime and specific areas of learning. The childminder's uses some appropriate teaching strategies to promote the characteristics of effective learning in her practice. For example, the childminder interacts well with the children as they use building bricks. She encourages them to count and consider colours as they independently build with bricks. As a result, children develop their own ideas and make connections in their learning.

The childminder is committed to encouraging and extending children's communication and language, including children who speak English as an additional language. Their language and communication skills are suitably promoted through regular and routine conversations and during activities. For example, the childminder uses picture cards to encourage the children to find and match items to objects in the pictures and she uses pictures of animals for them to identify and mimic the sound they make. Children are supported to develop their mathematical and early writing skills during daily routines and by activities, including, matching games, traditional games and drawing and colouring. The childminder also provides age-appropriate activity books for the children to complete. Children's creativity and imagination are sufficiently supported by varied experiences, including, imaginative play, and art and craft activities. Their learning about the natural world and the community is promoted during walks and activities in the area and they undertake national and international celebrations. Children are developing a love of books, rhymes and songs, as the childminder and children participate in a daily group time. The childminder uses dual language stories, books from home and light and sound books to encourage their interest. In addition, they enjoy children's song and rhyme television and computer programmes.

The childminder has good relationships with parents. She gathers relevant information from them when children first start at the setting. For example, the childminder obtains information from parents and completes an All about me document and a children's interest form. Therefore, promoting continuity for children, ensuring she knows about children's individual interests and what they like to do. In addition, she shares information with parents about children's progress. They have access to their child's assessment records and are able to make comments and observations.

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

Children are settled, confident and secure with the childminder. This supports their emotional well-being and promotes smooth transitions for them from their parents to her care. Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are secure links with parents and the childminder encourages the children to be independent.

Children are learning about what is acceptable behaviour as they respond to the childminder's positive behaviour management. Their self-esteem and confidence in their abilities is supported because the childminder regularly praises their behaviour and efforts. In addition, they gain a sense of independence and self-worth as they self-select activities. Children are learning social skills, as the childminder encourages them to take turns during activities, share and be part of a group.

Children start to learn about healthy eating, as they enjoy fresh fruit daily as snacks. Through regular routines, such as hand washing, the children are learning about health and hygiene. For example, the childminder encourages and supports them to wash their hands before eating and after using the toilet. This contributes to promoting children's understanding of being healthy and it starts to encourage them to be independent as they develop their self-care skills. Daily routines and physical play provide opportunities for children to be active. For example, they visit the local park and complete bicycle rides. Children are learning how to manage their own safety, as they respond to the childminder's guidance about road and personal safety.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and generally implements these appropriately to promote children's safety and well-being. She demonstrates an appropriate knowledge of child protection issues and her responsibilities to protect the children in her care. The childminder demonstrates a suitably secure understanding of child protection procedures and who to contact if she has a concern. The childminder ensures she supervises children at all times. All required suitability checks are in place and the home is secure. Children's safety is promoted as she has a range of policies and procedures to support the safety of the children and aid her management of the service. She gathers the required information from parents to promote children's health and well-being. The childminder makes sure children are safe in her home, as she completes written risk assessments and carries out visual checks. However, the childminder cannot demonstrate that she has adequate insurance cover for transporting children in her car.

The childminder and parents discuss and share information to make sure they work sufficiently together to meet children's care and learning needs. Parents have access to information about the Early Years Foundation Stage and the childminder's policies and procedures. They are kept well informed about their children's time at the childminder's as she completes daily care sheets. The childminder monitors the activities she provides to ensure they reflect children's interests. The childminder understands the importance of establishing relationships with other settings, schools and other agencies involved with the children to promote continuity in the children's learning and care.

The childminder reflects on her practice to monitor her provision and she demonstrates appropriate understanding of the areas she needs to develop. She has completed all of the required mandatory training and additional relevant training. Parents' views about the provision are sought by discussion and the childminder takes account of children's opinions about the activities they enjoy. As a consequence, they have opportunities to contribute to change.

The Childcare Register

The requirements for the compulsory 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. 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	EY451888
Local authority	Sheffield
Inspection number	966740
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
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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