

Inspection date

Previous inspection date

16/08/2013

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 cared for in a nurturing and supportive environment. They are happy and form close bonds and attachments with the childminder. She makes good use of praise, which effectively promotes their confidence and self-esteem.
- Children are able to make good progress across the seven areas of learning because they have opportunities to enjoy a rich range of effectively balanced child-led and planned activities. These provide interesting and challenging experiences.
- The childminder constantly seeks feedback from the parents and children in order to improve her practice and ensure it is tailored to meet their needs.
- Children are very relaxed in the care of the childminder. She values their contributions and actively encourages them to share their ideas. The childminder skilfully questions children during activities, which effectively promotes their communication skills.

It is not yet outstanding because

- There is room to improve the way in which information is shared with the other settings children attend, so that partnership working is fully robust and makes a strong contribution to children's overall learning and development.
- The childminder has not fully made the most of the self-evaluation process by monitoring the effects of any improvements made to ensure these have been successful.

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 viewed the areas of the premises used for childminding, including the garden and outdoors space.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's observation and assessment records, sampled policies and other records.

Inspector

Catherine Mather

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents in a house in the Catcliffe area of Rotherham. The whole of the ground floor, a first floor bedroom and bathroom and rear garden are used for childminding.

The childminder attends a 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, nursery and pre-schools.

The childminder operates all year round, except bank holidays and family holidays. She operates from 7am to 6.30pm, Monday to Friday and at the weekend by arrangement. The childminder provides overnight care. There are currently two children on roll.

What the setting needs to do to improve further

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

- extend partnership working with other settings children attend, to ensure information about children's learning and development is effectively shared and used to fully promote continuity and consistency in children's learning and development
- enhance the effectiveness of the self-evaluation process by monitoring and reviewing the effect of any improvements made, in order to ensure that they will have the maximum impact on raising children's achievements over time.

Inspection judgements

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

The childminder has a comprehensive knowledge of the Early Years Foundation Stage and as a result, she provides a range of age-appropriate activities, which effectively promote children's learning. The childminder recognises the importance of igniting children's curiosity and enthusiasm for learning. She is very interested in and knowledgeable about child development and this means that children benefit from a motivating, stimulating environment. There is a good balance of child-initiated and adult-led activities and the childminder plans these to support children's individual needs and next steps in their learning. Her observations and written assessments closely monitor children's progress.

Good emphasis is placed on the children's personal, social and emotional development and communication and language skills. The broad range of knowledge and skills children acquire with the childminder prepares them well for school. Children explore new vocabulary because the childminder talks with them consistently about what they are doing. This means that they develop their thinking skills and become deeply involved in their play and learning. For example, during a baking activity children use digital scales to weigh ingredients. With encouragement and very good interactions with the childminder, they recognise the numbers on the scales need to be higher, and therefore, add more ingredients. As a result, children's mathematical development is progressing extremely well.

The childminder provides a warm and welcoming environment, which means that children are confident, settled and keen to explore and learn. When children begin to attend, the childminder finds out their starting points by gathering a good range of information from parents. As a result, the childminder has an accurate assessment of children's prior skills which enables her to plan activities and experiences which are appropriate to their stage of development. Parents are encouraged to discuss the next steps in their children's learning and to share details of their child's interests and achievements at home. The childminder has daily discussions with parents about what their child has been participating in, whilst in her care. She understands the importance of strong relationships and the impact on children's learning at home.

The overall quality of teaching is strong, the childminder engages children in lots of good quality conversations. She asks open-ended questions and promotes their thinking, and as a consequence, their vocabulary and language skills are being developed effectively. The educational programmes are planned to incorporate children's interests and build on their existing knowledge and skills. Children learn to think deeply and solve problems because of the childminder's skilful questioning techniques. For example, children play hide and seek with 'pirate treasure' and the childminder makes good use of positional language, as they search for the treasure. This activity is extended further because the childminder reminds children that they can use the treasure maps which they recently made during a craft activity.

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

Children settle quickly and are happy and enthusiastic learners, they quickly build secure attachments and trusting relationships with the childminder. This means that children's personal, social and emotional development is effectively promoted. The childminder exchanges verbal information with parents on a daily basis. Children behave well in the setting because the childminder is a good role model, kind, patient and calm in her manner. She uses praise and children are observed to be well mannered. Consequently, children's behaviour is good.

Children's safety is given priority as the childminder ensures her premises are secure. Daily checks of the premises ensure children play in a safe and clean home. The childminder encourages children to be active and explore their environment, whilst teaching them to

be safe. For example, during a baking activity they discuss the oven getting hot and know that they must not touch it.

Children's physical well-being and their awareness of health and safety is promoted through daily routines, discussions and activities. For example, they have made a 'happy and healthy' book and use this to add photographs of food they have eaten and physical exercise they have done. Children are provided with healthy snacks and nutritious home cooked meals, this promotes their awareness of healthy eating. Children learn good hygiene habits as they wash their hands before eating and after visiting the toilet. Healthy lifestyles are further supported as the childminder takes advantage of the outdoor learning environment by visiting the local park, farm and play areas.

The childminder supports children's growing independence and self-esteem by allowing them to pour their own drinks and prepare their own snacks. She provides children with reassurance and praise for their hard work, which promotes children's emotional well-being. Children are well prepared for the transition to school, they select from a range of books about starting school and discuss what they will be doing. As they listen they hear and say the initial sounds in words and enthusiastically practise writing letters.

The childminder currently cares for children who also attend another setting. Although she shares some information through informal discussions, there is scope to improve the partnership working, in order to fully promote continuity and consistency in children's learning and development.

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

The childminder demonstrates a clear understanding of her responsibilities under the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. The childminder ensures children are safeguarded effectively because she has a good knowledge of the procedures to follow in the event of having any concerns about a child in her care. This means that children are kept safe and protected from harm.

Detailed records in children's individual learning journals are supported by photographic evidence. Children make very good progress towards the early learning goals because the childminder is inspiring and has high expectations of all the children in her care. She has an in depth understanding of her responsibility to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and she meets them diligently. Her acute focus and monitoring of educational programmes for individual children, ensures that she is continually meeting their learning needs.

The childminder demonstrates commitment to continually improving her provision. She strives to improve her practice by considering her training needs and further developing areas, such as the garden area, and plans to include raised beds for planting and growing

activities. Overall, the childminder's process for self-evaluation is developing well. She considers any improvements which she plans to make, and includes the views of parents and children. However, there is room to enhance the self-evaluation process by monitoring and reviewing the effectiveness of any improvements made, so that the childminder knows how successful they have been in raising children's achievements.

The childminder has developed strong, trusting relationships with parents. They are kept well informed of their children's progress and they say that they appreciate the flexible care the childminder provides. These effective partnerships are underpinned by a very good two-way flow of verbal communication; this means they are well-informed about the setting. Partnership working is highly valued by the childminder and she is very clear about her responsibility to work with other professionals. She understands how to access appropriate support for children when necessary.

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	EY458779
Local authority	Rotherham
Inspection number	906245
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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