

Inspection date

Previous inspection date

22/05/2014

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

- The childminder fully understands the arrangements for safeguarding and ensures that effective risk assessments minimises potential risks to children. As a result, children are protected from harm.
- Children's progress and their next steps in learning are accurately assessed and are used to plan very effectively for their individual learning needs. As a result, children are well challenged and make good progress across all areas of learning.
- Teaching is consistently good because the childminder uses her knowledge of how children learn, to plan a wide range of play opportunities linked to their abilities and interests. As a result, children are motivated learners.
- The childminder has very positive relationships with parents. This ensures they work together to ensure continuity of care and learning for children.

It is not yet outstanding because

- There is scope to enhance children's experiences by allowing them time alone to think about and consolidate what they are learning.
- There is scope to improve children's understanding of good hygiene practice.

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 observed activities in the indoor and outdoor environment.
- The inspector carried out a joint observation and held discussions with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and her self-evaluation form.
- The inspector took account of the views of parents in the childminder's own parents' questionnaires.

Inspector

June Rice

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 husband and one child aged three years in a house in Barnburgh, near Doncaster and uses the whole of the ground floor, one bedroom and the rear garden for childminding. The family has three chickens, fish and a dog as pets. The childminder attends toddler group, local children's centre and library sessions. She visits local woodlands, country parks, farms and play parks on a regular basis. The childminder collects children from the local schools and pre-schools. There is currently one child on roll in the early years age group, who attends for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen hygiene practice with regards to further minimising the risk of cross-contamination, for example, by providing separate hand towels for children to dry their hands
- enhance children's already very good learning experiences by allowing them time alone to extend their own learning.

Inspection judgements

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

The childminder accurately assesses children's progress and is able to demonstrate that children are continuing to make very good progress from their starting points. Her assessments include information she has obtained from parents and other professionals. As a result, identified next steps in learning are focused on extending key areas of children's development, in particular, personal, social and emotional development, communication and language and physical development.

The quality of teaching is rooted in the childminder's confidence at asking open-ended questions and modelling thinking out loud to solve problems. She effectively plans and resources an excellent range of experiences that keep children motivated and interested in learning. As a result, children continue to make very good progress in their development and are well prepared for their next learning experience, such as school. Children are exceptionally well motivated. They are encouraged to try new activities, very eager to join in and enjoy playing and exploring. However, the childminder does not always maximise children's learning experiences by allowing uninterrupted time for children to play alone

and extend their own learning.

The childminder skilfully extends children's learning by listening and interacting with them as they play. For example, children are engrossed in role play and explain to the childminder that they need to get some eggs. They select a piece of paper and a pen stating 'I need to write this'. The childminder comments on what a good idea it is to write a list and asks them to write a receipt for her. This encourages children's imagination and their interest in mark making. The childminder re-shapes activities and skilfully introduces counting and simple subtraction when she encourages children to count how many eggs they have collected. Children's interest in the wider world is supported through activities that involve them visiting woodlands, wetlands, parks and farms. They learn about the life cycle of frog spawn and explore the variety of herbs planted in the sensory area of the garden.

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

The childminder teaches children how to be healthy. For example, they clean their hands after collecting freshly laid eggs and talk about why it is important to wash their hands thoroughly and clean their nails. However, there is scope to improve current practice to further reduce the risk of cross-contamination, particularly in regard to children sharing a towel to dry their hands. The childminder makes the most of her outside environment to promote children's health. For example, children are encouraged to spin a wheel and follow the instructions to jump, skip and hop. The childminder takes full account of any special dietary needs and allergies. Children are provided freshly prepared meals and snacks of meat, fish, poultry, fresh fruit and vegetables. They learn to keep themselves hydrated because the childminder teaches them to help themselves to a drink of water when they are thirsty. As a result, children are learning to eat and drink healthily.

The well-planned environment is enhanced through the very good use of resources and the wide variety of activities that promote children's independence and choice. As a result, children learn to become independent learners. Children learn to manage risks through their daily routine and activities. They are gently reminded to sit correctly on a chair because they could hurt themselves. This helps children behave in ways that are safe for themselves and others. The childminder has high expectations for good behaviour. She provides good opportunities for children to socialise and cooperate with others outside her setting. This supports children's personal, social and emotional development well. As a result, children are well behaved and learn to work together. This helps to prepare children for their next learning environment, such as school.

The childminder has developed an effective system to support children during their onward transition from home into the setting. For example, she encourages parents to visit for short periods prior to children starting their placement. During this time, she ensures that parents share appropriate information about their child's individual care needs and home routines, as well as their current stages of development. This gives children and their parents time to develop a relationship with their childminder. As a result, children settle quickly. Children show through their body language that they have built a very warm and trusting relationship with the childminder. They seek her out for

support when they need it and are very comfortable in their environment. This shows children feel safe.

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

The childminder demonstrates a good understanding of child protection and she is confident in her ability to implement procedures effectively, in order to protect children. All required documentation is in place and risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. This helps to ensure children's safety and well-being.

Since her registration, the childminder has attended a course to improve the quality of care and learning that she provides. As a result, the childminder has reflected critically on the quality of the care and education that she provides for children and has successfully identified areas for improvement. These include re-forging links with local children's centres and investigating further resources to help her introduce baby sign language into her setting. This demonstrates a very positive attitude towards continued improvement.

The childminder has steadily improved her links with other settings children attend. As a result, her teaching has complemented what children are learning at school and extended their personal, social and emotional development, mathematics and literacy skills. The childminder is aware of the need to complete a progress check for children between the ages of two and three years. As a result, any gaps in learning are identified and children and their families receive the support they need.

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	EY468018
Local authority	Doncaster
Inspection number	943655
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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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