

Inspection date

Previous inspection date

01/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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 confident, happy, motivated and settled with the childminder and have good relationships with her.
- The childminder knows the children well. She is skilled in providing them with an enjoyable experience and encouraging them to reach their individual potential in their development.
- The indoor and outdoor child-focused learning environment provides interesting and stimulating activities that engage children and builds on their interests. This is complemented by a good range of toys and resources.
- Partnerships with parents are effective as the childminder is committed to working together with them to ensure continuity of care and learning for children. She keeps them well informed both by written information and daily verbal communication.
- The childminder installs a sense of well-being as children are safe and feel safe with her. This is enhanced as she maintains all required and many additional records and documents.

It is not yet outstanding because

- The childminder provides fewer opportunities for babies to explore and investigate everyday items.
- The childminder provides fewer opportunities for children to investigate the natural world with particular regard to planting and growing.

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 between the childminder and minded child inside the home. The inspector supplemented all observations with pertinent questions.
Detailed discussions were held with the childminder about what and how she provides for the children in her care. How she meets children's needs and works with parents. She also shared her proactive plans for the future of her provision and how she intends to develop her skills moving forward.
- The inspector looked at the children's development records, the childminder's planning and examined her policies and procedures.
Parents and children's views were also obtained. This was done by looking at
- information in questionnaires that had been devised by the childminder for the parents to complete.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and children aged 11, nine and two years in Ingbirchworth, Sheffield in South Yorkshire. The whole of the ground floor, first floor bathroom and small rear bedroom are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet cat.

There is currently one child attending who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. The childminder works with an assistant at the registered address. She is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- extend the provision of everyday objects for babies to explore and investigate, for example by introducing treasure baskets
- enhance the use of outdoor areas by giving more opportunities for investigation of the natural world, for example by planting and growing.

Inspection judgements

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

The childminder provides a rich learning environment. She has a wide range of quality resources, which are enhanced by a child-focused playroom. Within the playroom there are designated areas, such as a comfortable book corner, craft and mark-making areas. The childminder uses all of this to positively support children to have an enjoyable experience and develop to their full potential. She plans individualised activities and provides opportunities for the children to self-select and initiate their own play ideas thus ensuring they are making good progress.

Younger children are provided with specific activities that meet their needs well. The childminder provides natural resources, such as wooden spoons and fir cones and a wide variety of music stimulates their senses. However, there are fewer opportunities for young children to experience everyday objects through activities, such as exploring treasure baskets.

The childminder ensures children experience a rich range of opportunities to support their learning and development. She plans activities to cover each of the seven areas of learning. For example, on a planned autumn walk the children investigate colours, listen to the different sounds they hear and express their creativity as they use fallen leaves for printing.

The childminder promotes mathematical development through planned activities, such as bean bag games, jigsaws and shape sorters. Children develop skills in construction as they build a wooden railway. Alongside this, during a baking session, the childminder supports children to count and weigh ingredients. This is extended into imaginative play when they have access to weighing scales and various props that can be used in their play.

The childminder enhances children's social skills as they attend local groups and amenities. They learn about working together as they undertake traditional games, such as tennis and enjoy games where they can test out a range of different skills. The childminder provides a wide variety of opportunities for children to be creative and imaginative. The outside playhouse becomes a travel agent and they create their own shows using a puppet theatre. They express themselves through arts and crafts as they make wooden spoon puppets, finger paint and decorate garden pots. The childminder encourages imagination as they make bubbles. She extends children's experience and imagination as they use a wooden work bench and a large dolls house.

The childminder provides good opportunities for the children to learn about nature. For example, children visit a farm, make dens in the woods and compile a book of their drawings of animals from around the world. She utilises the outdoor environment well overall, as children have access to sand and water. However, the children have less opportunity to experience and learn about planting and growing within the home to further extend their knowledge of the natural world. The childminder provides children with opportunities to experience technology through using a laptop and electronic steering wheel games.

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

Good relationships are evident between the childminder and children. She makes sure children are settled and warmly cared for. For example, they receive appropriate cuddles from the childminder, which helps them to feel safe and secure. Interactions are positive, with the childminder who uses plenty of meaningful praise, and encourages children to think and consider for themselves by posing challenging questions.

The childminder promotes good behaviour as she uses positive behaviour management strategies. She encourages the children to understand about considering others and the

need to share and take turns appropriately. The childminder supports children to develop a sense of belonging as they see a display of their art work and are actively involved in celebrations of achievement through stickers and a display. The childminder uses routines to support children's independence skills. For example, older children are encouraged to help to tidy away and put on their own coats.

The childminder ensures that all children are treated with respect and as individuals. She enables children to develop their awareness of diversity through activities and a rich range of resources. This is enhanced by a wide selection of dual language books, songs and rhymes giving children the opportunity to explore different languages.

The childminder actively supports children to learn about and develop a healthy lifestyle through routine daily care activities, which are supported by visual reminders, and by providing healthy snacks and meals. Children also learn about different types of food and a healthy diet by being involved in activities, such as baking.

The childminder supports children to develop a range of physical skills and benefit from fresh air and exercise through daily outdoor activities. She provides wet weather clothing, which enables children to enjoy outdoor activities regardless of the weather. Energetic play outdoors includes walks in the local area, woods and parks. Children are enabled to take risks safely and practise their skills as they climb and balance on large play equipment. The childminder ensures all children have access to the outdoors including babies who are actively involved in a teddy bear's picnic.

The childminder instils in the children a sense of well-being as they look towards her and receive reassurance. They are and feel safe and secure with her. The childminder actively promotes safety as she talks to children about personal and road safety. She maintains strict road safety routines which are enhanced as she provides fluorescent vests for children on outings.

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

The childminder has a good knowledge of all aspects of the Statutory Framework for the Early Years Foundation Stage. She is keenly alert to all of the learning and development requirements and actively uses the prime and specific areas of learning to ignite children's curiosity, enthusiasm for learning and to build on their capacity to learn successfully. She has an effective tracking system in place to ascertain children's progress and individual development. The planning of activities is based on children's progress and interests, supported by a mix of adult-led, themed and child-led activities.

The childminder is committed to ensuring children are kept safe and their well-being is assured. She has strong knowledge of safeguarding procedures, which is supported by an effective policy. The childminder maintains all required, and many additional policies, procedures and documentation that ensure children are protected. These are reflected by effective risk assessments, safety equipment and robust routines. The childminder's good hygiene policies, procedures and consistent routines ensure children remain healthy.

The childminder is proactive to make sure parents receive a good level of information about the setting. She provides a parent information board, which includes details of activities and the Early Years Foundation Stage framework. The childminder ensures parents are fully involved and informed about their child's care, learning and development. They contribute relevant information to enable the childminder to support their child according to individual needs and in line with parents' wishes. Parents are encouraged to share home-observations about their child's development, aiding continuity of children's learning. The childminder actively provides opportunities for two-way sharing of information by daily discussions and by 'after session' meetings. Links with local schools and other settings are not yet established as the childminder does not care for any children who attend other settings. However, she clearly demonstrates strong knowledge of establishing an effective two-way sharing of information to ensure continuity of children's education.

The childminder has a strong sense of purpose and passion to develop and enhance both her skills and her setting to ensure children receive a fulfilling experience and their learning is enriched. She has an extremely proactive ethos to evaluate all aspects of her provision with continual reflection to ensure children's learning and welfare is strongly supported. The childminder has very clear plans to ensure effective continual improvement.

The Childcare Register

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| 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. |

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| 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

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| Unique reference number | EY444347 |
| Local authority | Barnsley |
| Inspection number | 790074 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 5 |
| 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 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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