

Inspection date	05/12/2012
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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. They have good relationships with her and have fun.
- The childminder knows the children well and she is skilled at providing them with individualised experiences and encouraging them to reach their individual potential in their development. She ensures they experience a rich range of opportunities across all of the areas of learning.
- Partnerships with parents are good as the childminder works effectively with them to ensure continuity of care and learning for children. She keeps them well-informed both through written information and daily verbal communication.
- The childminder installs a sense of well-being as children are, and feel, safe with her.

It is not yet outstanding because

- Children have less opportunities to develop their understanding about diverse communities.

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 children. 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 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, photographs and themed displays, portfolio, and examined her policies and procedures.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and 15-year-old child in a house in Barnsley, South Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, a bearded dragon and a tortoise as pets.

The childminder attends children's amenities 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 pre-schools. The childminder holds appropriate early years qualifications at level 3 and level 4.

There are currently 10 children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- provide further opportunity for children to learn about different people and communities, with particular reference to cultural and religious backgrounds.

Inspection judgements

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

Children experience a rich learning environment as the childminder's main focus is to follow children's interests, selections and ideas. This is enhanced by the childminder suggesting and helping children with themed topics.

Children's interests are actively responded to and extended. For example, children's favourite story is enhanced by the childminder telling the story and then watching a video of the story. Children are enthralled about a school topic about pirates. The childminder extends this as they play with a small world pirate ship and complete a craft project. Children make a display of pirate pictures and their own drawings. They develop their understanding of the written word as they look for typical pirate words for the display.

Children's communication and language skills are promoted as they hold rich conversations with the childminder and each other. The childminder provides them with challenge as she gets them to think and consider, during conversations. The childminder is skilled in adapting her conversations and questions to ensure that individual children's communication and language skills are promoted according to the stage of development they are at. Their progress is enhanced as the childminder proactively adapts activities to make sure they meet individual children's development needs, as a result, children are developing the key skills necessary, in readiness for school.

Children's learning about nature and the environment is extended as the childminder has completed local authority 'nature walk leader' training. This helps her to provide rich experiences for children outside. For example, during a walk in the woods, the children upturn logs and seek out the creatures underneath. They learn about caring for creatures as the childminder explains why it is important not to stamp on spiders, but to care for them. Children talk about what they see in the woods, feed the squirrels and collect flora and fauna for discussion and craft activities. Children's learning is extended as they visit an animal farm at a local garden centre, and appropriately interact with the childminder's pets.

The childminder provides good opportunities for children to be creative and imaginative. They have good access to early writing and art and craft resources. Children freely express themselves through drawing, art and craft. For example, they create their own version of a foot print reindeer card. Children use their imaginations well as they use small world and role play resources. They learn about colour, numbers and mathematical concepts effectively through routine events and planned activities.

Children's learning is enriched as the childminder provides them with good opportunities to experience technology through using a laptop, computer games, keyboards and a children's camera. Children become efficient in taking photographs. These are then used to extend their learning. They look at the photographs they have taken and talk about who they see and they count items and investigate the colours in the photographs.

Children's learning is enhanced as the childminder ensures parents are involved in, and fully informed about, their child's development. They share and make their own observations about their child's progress. These observations are then used in their child's progress records. Parents receive a regular newsletter which highlights activities and outings that the children have the opportunity to undertake.

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

Children's individual needs and personalities are recognised and met well by the childminder. They share warm and caring relationships, which ensures that children feel happy and settled. The childminder provides opportunities for individualised learning and having fun. For example, a trip to a water fountain, where the children can paddle confidently, is used to dispel any anxiety around water.

Children behave well and they are learning about respect, socialisation and self-care as they respond to the 'Golden Rules' devised by the children and childminder. These are supported by the childminder's consistent reminders about helping to tidy away and by her highlighting any behaviour that may lead to a safety issue.

Children are learning to care for others well as they are actively involved in community charity events. They are developing a strong understanding of Christianity as they visit the local church school and church for events, including, carol services. However, children have less opportunity to extend their learning about other cultures and religions, in order to gain more awareness about the diverse society in which they live.

Children's physical skills are enhanced as they undertake outings and activities that help them to keep fit and undertake physical challenges safely. For example, they are challenged as they use outdoor equipment in parks and in activity centres. Children are active as they walk in woods and parks where they scrunch the leaves by jumping up and down. Children are actively learning to keep themselves safe as they are involved in a local safety week and undertake safety activities and routines both in the home and on outings.

Children are well-prepared for their next stage of learning as the childminder supports them well to develop their social and independence skills. Children are effectively supported to make transitions to full-time education as the childminder liaises well with other providers delivering the Early Years Foundation Stage for children, to ensure progression and continuity of learning and care.

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

The childminder's effective knowledge and commitment to implement all aspects of the learning and development requirements of the Early Years Foundation Stage, ensures children are making good progress. They experience a rich mix of child-initiated and planned, themed activities that provide good levels of challenge and enjoyment. Assessments are detailed and include photographs of spontaneous and focussed development observations. Next steps are clearly identified and the childminder is knowledgeable about initiating the two-year-old progress check. The childminder has high levels of awareness about the importance of the prime areas of learning and development for younger children and of engaging children with the specific areas.

Children are protected to a good extent as the childminder is well-informed about safeguarding procedures. Her knowledge is supported by an efficient policy. Children's safety and well-being is assured as the childminder fully understands her role and responsibility for keeping them safe. Consistent safety and care routines are enhanced by the maintenance of effective documentation that meet requirements well. For example, the childminder has effective health and safety health procedures for when children are present and interact with the family dog and reptiles.

Children's continuity of care and learning is positively promoted as the childminder has established good relationships with parents, carers and other agencies. A good level of information is gathered from parents from the start of the placement to help the childminder to respond effectively to individual children's needs. A parent board and access to the childminder's policy file makes sure they are kept well-informed and they are assured of their child's well-being.

The childminder has a positive vision for her service, she is very clear about areas she wishes to develop and accurately recognises the strengths of the setting. She reflects on her practice and has a commitment towards continuous professional development.

Therefore, outcomes for children are being continually improved.

The Childcare Register

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.
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

Unique reference number	EY217828
Local authority	Barnsley
Inspection number	889733
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18/11/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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