

Inspection date	10/12/2012
Previous inspection date	27/02/2009

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 cared for in a nurturing and supportive environment. They are happy in her company and form close bonds and attachments with the childminder.
- The childminder makes good use of praise, which effectively promotes children's confidence and self-esteem.
- The childminder listens perceptively to children, skilfully questioning them during activities to enhance their learning and effectively promoting their communication skills.
- Children have good opportunities to develop their social skills as they regularly visit local community groups, including the children's centre. The childminder makes good use of the local environment to enhance children's learning and development.

It is not yet outstanding because

- Children's learning is not yet developed to an exemplary standard as parents are not routinely contributing to children's assessment by sharing information about what children are learning at home.

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 spoke to children and the childminder at appropriate times during the inspection.
- The inspector watched children at play and observed their interaction with the childminder.
- The inspector looked at a selection of documentation and children's learning and development files.
- The inspector took account of the views of parents, recorded in questionnaires.

Inspector

Catherine Mather

Full Report

Information about the setting

The childminder was registered in 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in New Lodge, near Barnsley. The house is close to the local school, shops and other amenities. The whole of the ground floor of the premises is used for childminding. There is a secure garden available for outside play. The family has a pet cat.

There are currently four children on roll in the early years age group, the childminder also offers care to children aged over five years. The childminder is open all-year-round from 7am to 6.15pm Monday to Friday. She is able to take children to, and collect them from the local primary school and nursery. The childminder supports children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- strengthen existing arrangements for reviewing children's progress regularly with parents and invite them to contribute to their child's learning and development record, to further enhance planning of children's learning experiences in the setting and at home.

Inspection judgements

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

The childminder provides a warm, welcoming and stimulating learning environment and children are enthusiastic, confident and happy in her company. They are keen to try new activities and experiences. For example, the childminder asks if they would like to make some 'magic reindeer food' and they have tremendous fun preparing the mixture, using oats and glitter to put into little bags. The childminder knows children well and provides resources of appropriate sizes to enable them to scoop the mixture into bags. She also supports their early mathematics skills by using number language as children count the scoops. This means children are given a reason to count by using numbers in purposeful contexts during their play. A label is added with a poem, which the childminder reads to the children before they carefully place it inside the bag.

The childminder observes children during play and keeps a record of their progress. There is a good approach to promoting all the areas of learning, with an appropriate balance of child-initiated and adult-led activities. The childminder makes use of documents, such as the 'Development Matters' guidance to support children's learning and development. She knows children well and can identify any gaps in their learning and development, to ensure all children are making progress. Therefore, activities are targeted to best effect in order to fully extend children's skills.

Children's communication and language skills are effectively supported during story time,

as children snuggle in and choose a favourite pop-up book about animals. It is colourful and includes simple poetry. The childminder takes the opportunity to encourage children to interact with the pop-up animals and predict outcomes to the story. Consequently, this introduces children to early phonics skills as they think about making their own rhyming words.

The childminder works closely with parents to gather information about children's starting points. She uses this information to help her plan activities around the children's interests. These are shared with parents verbally and the childminder uses a daily diary for younger children, which includes sleep patterns, what they have eaten and activities they have been doing. However, children's learning is not thoroughly supported as parents do not routinely fully contribute to their children's learning and development by sharing their children's achievements from home.

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

Children enjoy a close relationship with the childminder, which results in them being confident and willing to join in with activities and daily routines. For example, they prepare bread to feed the birds in the childminder's garden. Children excitedly put on their shoes, coats and hats as they prepare to go outside. Consequently, this supports their growing independence and self-care skills. They talk about the cold weather and why they need to keep warm.

The childminder works closely with parents to help with the settling-in process, when new children start to attend. She finds out about their preferences prior to them attending and this helps her to identify children's starting points. This means that the childminder is able to support children and their families during the transition between home and the childminder's setting. Parents talk highly of the childminder, they say they have built positive and trusting relationships with her. They also say they are happy with the progress their children are making and appreciate the activities they do.

Children enjoy healthy snacks and are given a choice, such as fruit, cheese, crackers, crumpets and toast. The childminder works with parents regarding dietary requirements and discusses healthy and nutritious food with children. A child-friendly healthy eating poster is situated in the dining room. It is used as a discussion point, as the children and childminder sit at the table to eat together. Children also benefit from outdoor play and regular outings within the local community. For example, regular outings to the local children's centre provide opportunities for children to see other adults and their friends. This means they are beginning to understand about people and communities. Children also visit local parks and indoor soft play areas, where they enjoy energetic play and practise moving in different ways. This supports their physical well-being and encourages healthy lifestyles.

Educational programmes encourage children to keep themselves safe. The childminder undertakes risk assessments and discusses safety issues with children. A recently organised trip to the fire station helped children to understand the dangers of fire, as they looked at fire fighting equipment and listened to the fire crews talking about safety.

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

Children are safeguarded and well-protected in the setting because the childminder understands her role and responsibilities. She knows what to do if she has any concerns about a child. Children's safety is further enhanced because the childminder keeps the premises secure at all times and is clear about her role and responsibilities, relating to risk assessing. The childminder conducts risk assessments inside and outside her home and for outings in the local community. As a result of this risks to children are minimised. All regulatory requirements, such as a register of children's attendance and record keeping are in place.

The childminder recognises the importance of evaluating and developing her provision. She has a very positive approach to continuous professional development. As training needs are effectively identified, the childminder prioritises those that will have the greatest impact on meeting children's needs. She also understands her responsibilities in meeting the learning and development requirements. The childminder monitors the delivery of educational programmes and her provision. Assessment records show that children are making good progress in their learning.

The childminder liaises with the local authority to ensure she is providing a good service for children and their families. Effective partnerships with other agencies ensure children are well-supported in acquiring good skills for the future.

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	EY217971
Local authority	Barnsley
Inspection number	893390
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	0
Number of children on roll	9
Name of provider	
Date of previous inspection	27/02/2009
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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