

<b>Inspection date</b>	12/04/2013
Previous inspection date	21/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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's individual needs are met well because the childminder takes time to get to know the children in her care.
- The childminder uses praise and encouragement to help the children to become confident in their own abilities, fostering their independence and ability to make healthy choices and keep themselves safe.
- The childminder has a good understanding of safeguarding children and gives high priority to their safety.
- There are good links with the other provisions that children attend. Detailed information is shared to enable all professionals involved to support each child in their learning.

#### **It is not yet outstanding because**

- There is scope to enhance outdoor learning opportunities further, as large scale construction activities, using open-ended resources such as crates, pipes and wood, are not provided to extend children's skills in moving and handling.

## 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 main playrooms used for childcare.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the two children present.
- The inspector observed all relevant documentation provided.
- The inspector spoke to the two children throughout the inspection.

## Inspector

Hayley Gardiner

## Full Report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged nine and three years in a house in Barnsley. The whole of the ground floor and the rear garden is 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 and pre-schools.

There are currently 24 children on roll, two of these 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 Saturday, 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:

- enhance further the outdoor area to include large scale construction activities, using open-ended resources, such as pipes, crates and wood, so that children have further opportunities to move and handle resources.

## Inspection judgements

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

The childminder demonstrates a good understanding of the seven areas of learning and how to support children's individual learning. She plans effectively to ensure that children experience a broad range of activities through their play and experiences. This helps children to develop the characteristics of effective learning. For example, children are provided with interesting toys and equipment that foster their curiosity and imagination. As a result, children are keen to find out how things work and talk enthusiastically about their discoveries as they play with the cause and effect toy cars. The childminder communicates well with children, asking questions which help them to think and find out things for themselves, such as how to make the toy car make music. She uses simple questions, such as 'which button could it be?' and 'what do you think?'. This promotes children's thinking and problem-solving skills and gives them confidence to say and apply their own ideas in play. Children are happy and secure in this welcoming setting. As a result, they are enthusiastic learners who enjoy the wide range of challenges planned for them. They are supported very well in making good progress in their learning as the childminder has a thorough understanding of how to engage children's interests and recognises how they learn through play.

The childminder has established a flexible routine that enables children to feel secure and learn. This includes quieter times that follow children's own rest patterns. The routine also includes interesting play in the home and trips out with the childminder. For example, children effectively learn about the world around them as they go to a local park and to the shops. Children greatly enjoy outings. When the children were learning about recycling, the childminder took them to see the local household recycling centre. They saw where the rubbish and recycled goods go to. From this children are motivated and eager to put the recycling out for the bin wagon weekly. Children regularly access the garden area where there are plenty of physical activities; however there is scope to develop further large scale construction activities using open-ended resources, such as crates, pipes and wood, to encourage children to learn about handling and moving a wider range of resources.

Young children gain good personal skills as they share toys with each other and learn to take turns. For example, they share the car, a favourite wheeled toy, and both take turns to press the button; the childminder also reminds the children there are two of these so children smile as they can have one each. The childminder effectively uses children's play interests to extend their language. She clearly describes what they are doing and extends use of their single words by offering full sentences. She introduces a wide range of mathematical words by counting the cars and asking questions about sizes of trucks, including, 'is it big or small?'. She also includes colours, for example, 'can you find me a green one?'. As a result, young children are discovering how to group and sort toys according to size and colour while improving their mathematical language. Young children carry out their own ideas, fetching items they need and doing things for themselves. As a result, they effectively gain independence skills to stand them in good stead for their next stage in learning and for their eventual move to school.

Learning journey records are in place for all children. These include regular observations, photographs and assessments, which detail where the children are in their learning. Parents are informed of their child's learning through regular updates from the childminder. Also, they are aware that they can view and comment on their child's records and learning journals at any time. The childminder has recently created a sheet to inform parents of their child's day including their learning experiences. This information helps parents in supporting their children's learning at home.

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

The childminder provides a relaxed and welcoming home in which children feel happy and settled. She is sensitive to their changing needs and routines, adapting activities of the day to support their emotional well-being. She communicates well with parents on a daily basis, which keeps her informed of what children do when they are at home and school. Therefore, children transfer smoothly from their home and other settings, developing their confidence and sense of security. Settling-in sessions are offered to parents to ensure that children have sufficient time to form strong attachments with the childminder. Parents are asked to exchange information about their child to enable her to know the child's likes and dislikes when they first start. As a result, they quickly feel at ease with the childminder

and begin to form strong relationships. This ensures children make a smooth transition from home into the childminder's provision, especially babies. The childminder has plans in place to develop the range of equipment and resources for the youngest children later in the year as she has two babies starting with her.

The childminder gives clear indication as to how she expects children to behave, for example, praising their good playing and thanking the children for tidying up. Children gain a secure understanding of how to keep themselves safe. They negotiate the stairs safely and learn how to behave when in the kitchen area. They regularly practise the evacuation drill so they know how to leave the premises safely in an emergency. Children gain in confidence and self-motivation as they use their own ideas in their play. The childminder rotates resources, to give children those that they are interested in and those that challenge their development.

The childminder is fully committed to ensuring that children's individual health, physical and dietary needs are well met. All dietary needs and allergies are clearly documented and understood by the childminder. Children learn about healthy lifestyles and follow good hygiene practices as they independently wash their hands at appropriate times throughout the day. The use of individual towels minimises the risk of cross-contamination.

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

The childminder's understanding of how to keep children safe is strong. She has attended an advanced child protection course to extend and refresh her knowledge. She is familiar with the current referral procedures of her Local Safeguarding Children Board if she has a concern about a child. Effective risk assessments and daily checklists identify and minimise risks to children in the home and on outings. She sets out clear procedures in her well-written policies, which guide and inform her safe practice. She discusses all of her safety procedures with children and their parents. She has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. As a result, children are well protected from harm and neglect.

The childminder has a good understanding of the learning and development requirements, particularly in planning for individual children's progress towards their next steps in each area of learning. She effectively oversees each child's progress using Development Matters in the Early Years Foundation Stage to guide and inform her practice. As a result, she has a clear understanding of each child's age and stage of development and their abilities. This allows her to plan successfully for their next stage of learning. Consequently, children make good progress towards the early learning goals.

The childminder is fully committed to continuous improvement in her service through accessing training and networking with other childminders in the local area. She uses newly acquired skills from completing her level 3 qualification and other professional development to enhance everyday practice with the children. The childminder is very self-reflective, reviewing her setting with regard to improving it. She has a document from the local authority to assist with this.

The childminder keeps parents up to date about their child's time at the provision and their progress. Systems to enable parents to contribute to the assessment of their children's progress are particularly secure. Parents are appreciative of the care that the childminder offers. They appreciate that she is 'very well organised', 'flexible to support the family fully' and 'professional, kind, caring and a lovely person' giving them 'great piece of mind'. The childminder has established strong links with the local school and other early years providers to ensure a smooth transition to school and continuity of care, play and learning for all children who attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY412742
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	906957
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	24
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/09/2011
<b>Telephone number</b>	

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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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