

Inspection date	08/05/2013
Previous inspection date	17/04/2009

The quality and standards of the early years provision	This inspection:	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 thrive in this caring and loving environment because they form appropriate bonds and secure emotional attachments with the childminder.
- The childminder has a robust knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and a good awareness of how young children learn.
- The childminder demonstrates a strong understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of how to promote the health and safety of the children in her care.
- The childminder has built solid links with parents and carers and this ensures children's care and learning needs are well-recognised and quickly met.

It is not yet outstanding because

- There is scope to develop partnerships further so that there is always consistent support for children's progress and preparation for their future learning.

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 the childminder engage in a range of learning activities, play and daily care routines with the children.
 - inspector supplemented all observations with pertinent questions.
 - The inspector held discussions with the childminder and children.
 - The inspector also took account of the views of parents spoken to on the day.
- The inspector looked at samples of children's assessment records, activity documentation, the childminder's self-evaluation form and a range of other documentation.

Inspector

Yvonne Layton

Full Report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in Penistone, Sheffield, South Yorkshire. She uses ground floor and garden, for childminding. The childminder attends local amenities and groups on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, two are in the early years age group who attend for a variety of sessions. The childminder is open all year round from 7.30am to 6pm Monday to Friday except for family holidays and bank holidays. Hours are flexible depending on the requests of parents.

What the setting needs to do to improve further

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

- enhance the sharing of information about children's learning and development with other settings the children attend, with particular reference to other childminders.

Inspection judgements

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

The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. This helps children to progress well and develop good skills for their future learning, such as moving on to nursery or school. The childminder has strong skills and knowledge of the learning and development requirements and a first-rate understanding of how children learn. The stimulating environment, both inside and outside, ensures that all children make good progress towards the early learning goals. In addition, she has a secure knowledge of enabling children to make progress by providing interesting and stimulating activities that meet all of the areas of learning. In particular, she is proactive in supporting children to make effective progress in the prime areas of learning. Children are well-motivated and their learning is enhanced as the childminder has a high level of understanding of promoting children's interests and ideas.

The childminder knows the children well and she uses her observations effectively to plan for their individual next steps in learning. This is supported by her using relevant documents to accurately assess the children's stage of development. The childminder

regularly reviews children's progress, so that she knows which aspects of their learning need to be developed further. Children are provided with a vast range of experiences which enrich their overall development. Their interests are well-used in extended themes. For example, an Easter theme is enhanced as the childminder links this with teaching children about the natural world and lifecycles. They watch lambs being born and the childminder sensitively discusses with the children about bereavement. This is further explored as children watch a baby being fed and bathed. Their imagination is significantly supported as the baby theme is introduced further by a role play baby bag containing nappy changing resources. Children readily 'feed' and 'change' the 'baby' explaining why they need to have a bib when they eat. In addition, children's interest in a cartoon character is used to increase their learning as they undertake related colour matching and number activities, sing songs and complete and craft activities.

The childminder is skilled in consolidating children's learning to make sure that they are able to progress. Children are engaged and actively direct and drive their own learning. They are developing confidence and self-esteem as they choose where they want to play and select from the varied activities available. For example, alongside using spontaneous and routine activities, such as outings, the childminder consolidates children's understanding about colour recognition by holding a treasure hunt where the children seek out different household and toys in an identified colour. The childminder is focused on children extending their skills in language and communication. She is skilled in encouraging children to think and challenge as they enjoy a stories and discuss issues. Favourite stories and rhymes are selected by the children and the childminder encourages children to talk about what they are doing.

The childminder provides wide opportunities for children to be creative. For example, they make plastic milk bottle pigs and self-portraits on paper plates. They use their imaginations as they turn a large cardboard box into a castle. Children successfully learn about natural world, the local and wider community by activities and outings. For example, they visit the animals in the fields, investigate a ladybird they find on a walk and have an outing to the sea-side. The childminder provides guidance to all children as they learn about growing plants by planting seeds and caring for them in the garden.

When children are settling in with the childminder, parents are encouraged to contribute detailed information about their children. The childminder then uses this information, along with her own observations, to best effect in assessing the children's developmental starting points and what they need to learn next. This is the start of an ongoing process which effectively involves the parents in their child's learning. They share good daily communication about children's learning. For example, the childminder shares with them activities the children have enjoyed so that they can continue them at home. In addition, the childminder encourages parents to share with her events and activities at home and uses this to plan activities. The childminder, also, uses this information to help complete development records and the progress check at age two and to identify children's next steps in their learning. These are shared effectively with parents, and other professionals if appropriate, in order to identify the development levels and needs of each child and to help support their continued progress. The childminder has establish solid links with the majority of other settings children attend therefore making sure there is continuity in children's learning and development. There is scope to extend these partnerships further

as the childminder has not yet made direct contact with each provider. Therefore, there is not consistency for all children.

Children are prepared well for entry into pre-school and school as the childminder proactively promotes independence and group skills. For example, she talks to them about the expected behaviour and possible routines to prepare and reassure them. Children are encouraged to be independent as they put on their own coats and learn to sit and listen attentively during group sessions. The childminder passes on transition documents and progress records, so that children continue to receive continuity of care.

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

Children's health and well-being are given priority. The childminder provides them with healthy snacks and meals and teaches them how to look after their bodies through exercise and healthy food choices. Children's learning about food is enhanced as they help to prepare meals, such as, toad-in-the-hole with vegetables. They talk about healthy eating as they mix the batter and chop the vegetables. This is extended as the childminder links a vegetable puppet-making activity to healthy eating.

The childminder makes sure that the children are active each day in the garden, on trips in the local area and by activities such as, skipping, parachute play and in their use of the large play equipment at the children's amenities they attend. In addition, planned events, including a mini Olympics, enhances children's physical skills and they gain a sense of achievement as they hold a medal ceremony. The childminder teaches the children how to keep themselves safe through robust routines and as they talk about road safety when they are out. In addition, the children learn about safety in the home through books and games or as situations arise. Older children's physical skills and independence are enhanced as they use the parking places and green area outside the childminder's home, at the top of the cul-de-sac, to meet and play with their friends. They readily obey the childminder's very strict instructions about the boundaries of the area they can use.

Children are happy, settled and confident with the childminder. She sets clear boundaries for good behaviour and all children are well behaved. They form close bonds with the childminder and benefit from a caring relationship with her. The childminder teaches them to share the toys and to take turns and she praises them when they do well. All of which, builds children's confidence and gives them good self-esteem. The childminder knows the children and families well and builds effective bonds with them. Therefore, this helps children to adjust to changes in their lives. Children show that they feel secure in her care as they are happy and settled and concentrate on their play well. The childminder gives children positive images of diversity through stories and discussion. Their transition to new settings, such as school, is eased as she shares information about children with the setting staff and children are well-prepared beforehand.

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

The childminder is keen to provide the best experience for the children she cares for. She has an effective knowledge and understanding of the Statutory Framework of the Early Years Foundation Stage and implements it well. All of which means that children's needs are quickly identified and met.

The childminder demonstrates a robust knowledge and understanding of the safeguarding and welfare requirements. Children are thoroughly protected from harm as she has a clear understanding of her role and responsibility to report any concerns. Their welfare is assured as the childminder has a clear understanding of and complies well to the required ratios of her registration when caring for children. She ensures that hazards to children are kept to a minimum and they can explore their environment safely. Evacuation procedures are regularly carried out. This ensures children are safe and know what to do in the event of a fire. Policies and procedures to promote the safety and well-being of all children are shared and agreed with parents and consistently implemented by the childminder. This includes robust security of the premises and collection procedures and accident and medication records. In addition, the childminder makes sure that parents are fully aware of any activities or routines children are involved in by discussions and confirms their agreement through written consents. For example, in discussion with parents they give their consent for their older children to play with friends out of the childminder's home within her strict rules and boundaries. This is supported by written consent. This means that children's safety and well-being is given the utmost priority.

The childminder has successful partnerships with parents and other professionals which support children's individual needs well. Children benefit from the open and trusting partnerships that the childminder has with parents. Parents are kept well-informed at all times about children's routines and development. Information is shared verbally and through written documents and a noticeboard. The childminder is soundly aware of the importance of evaluating the service she provides and reflects on what she does regularly to assess the impact on children's learning and development. The childminder shows enthusiasm and dedication to her role. She is strongly committed to making ongoing improvements. This means that children get the best service she can offer and achieve well in all areas of their development.

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	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

Unique reference number	302753
Local authority	Barnsley
Inspection number	917729
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	17/04/2009
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, 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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