

<b>Inspection date</b>	04/06/2013
Previous inspection date	13/02/2009

<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**

- Good organisation of resources in the welcoming and stimulating playroom means that children have ample opportunities to initiate their own play. Therefore, they are happy, eager and enthusiastic to join in activities.
- The childminder has good relationships with children and she makes good use of observation to monitor their progress. She plans a good range of activities to support their individual progression.
- Children have a good understanding of being healthy and the importance of keeping safe because the childminder implements effective health and safety policies and procedures.
- The childminder works well with other professionals or external agencies involved in children's care and learning. This means early intervention is targeted and effective to ensure all children receive the support they need.

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

- How parents are encouraged to share information about their child's learning at home is not always effective. Therefore, planning for children's excellence is not always maximised by exploiting what parents know about their children's current interests.
- When securing children's transition from home, the childminder's careful records of children's progress do not make best use of the detailed information gathered from parents about their child's starting points to fully enhance all aspects of children's care.

## 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 toured the premises and observed children in the playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning records, self-evaluation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents through discussions with the childminder and letters.

## Inspector

Helen Blackburn

## 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 husband and teenage daughter in Barugh Green, Barnsley. The whole of the ground floor, except for the living room is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a dog and guinea pigs as pets.

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, nursery and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except family holidays and bank holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- build on and strengthen partnership working to further encourage all parents to contribute and share information about their child's learning at home
- enhance further the records of children's progress and development by including the information parents provide during initial assessments about their starting points to further strengthen the transition from home.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides an attractive, well-resourced and stimulating playroom for children to play and learn. She effectively organises the resources around the playroom to enable children to initiate their own play. These resources cover all areas of learning and provide plenty of variety for children. This results in children being independent learners, who approach their play with enthusiasm. For example, children independently access the jigsaw puzzles; they concentrate well as they work out

where the pieces go. This problem solving effectively supports children's mathematical development. The childminder effectively uses her observations to identify children's learning needs. Through her effective teaching, asking open-ended questions, being involved in children's play and planning she supports all children in making good progress in their learning. This also supports children as they take on new challenges, such as starting school. For example, the childminder takes children to groups so that they have good opportunities to socialise and develop relationships with other children. The childminder interacts with the children well and this contributes to her successfully promoting children's language and communication skills. She talks to children during their play and encourages younger children to repeat words so that they extend their vocabulary. Older children enjoy looking at the alphabet display, and the childminder encourages them to find and sound the letters in their name. Children enjoy drawing and through signs and labels around the setting, children learn that print carries meaning. This supports young children's literacy development and helps prepare them for school.

The childminder effectively promotes children's physical development. For example, children enjoy playing in the garden and through regularly going to the park, children climb, run, balance and use simple apparatus. The children are creative and imaginative learners, which fosters their development in expressive arts and design. They enjoy singing songs and using puppets, for example, when singing 'Incy Wincy Spider'. They have good opportunities to engage in role play and when doing their sticking pictures, they express their own ideas, fostering their creativity and imagination. The childminder effectively promotes children's development in their understanding of the world. For example, children learn about different people in society when they talk about different cultural events and festivals. They enjoy planting and growing foods in the garden, such as potatoes, carrots and tomatoes. This helps children to learn about nature and the natural environment.

The relationships with parents are good. The childminder uses a daily diary to share information about children's care needs. In addition, she maintains a careful documented record of children's progress and achievements. Through her discussions, she informs parents of children's next steps so that parents know how they can support their child's learning. Although, how she encourages parents to share what children experience at home is not always effective because she is not actively engaging all parents. Therefore, when planning for children's learning she is not always maximising what parents know about their child.

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

The childminder has good and secure attachments with the children. When children start at the setting, through discussions with parents and carers and settling-in visits she gathers information about their needs, likes and abilities. She uses this information to incorporate children's routines into the day, such as their sleeping patterns. The childminder maintains careful records of children's progress. However, she does not include the information she gathers on children's initial starting points and routines. Consequently she is not providing a clear point of reference to discuss any changes in children's needs or routines with parents to avoid any misunderstandings and further

strengthen the already good transitions into her care. The childminder's relationships with children effectively promote their personal, social and emotional development. This contributes to preparing children for their next stage in learning, such as starting school.

The childminder effectively praises children's achievements and progress. For example, she comments on how well children are behaving. This contributes to children having high self-esteem and confidence in their own abilities. She displays their work around the home in celebration of their achievements. This provides children with a sense of belonging. Children know what the childminder expects of them because she provides consistent routines and boundaries. In their play, she encourages children to be kind, use their manners, share and take turns. She takes them to groups, such as activities at the local children's centre and she has regular contact with other childminders. These activities provide good opportunities for children to mix socially with others. Therefore, they have positive, cooperative and harmonious relationships with their peers. The children are independent and through routines, they develop their self-care skills. For example, they make their own choices in play and they independently wash their hands before snack.

The promotion of children's health and physical development is good. The childminder provides healthy meals and snacks, and children enjoy these. For example, children ask for fruit at snack time and they thoroughly enjoy their sausages, mashed potatoes and vegetables at lunch. The children have a good understanding of effective health and hygiene practices because they engage in daily routines, such as hand washing. In addition, the childminder changes babies' nappies frequently and uses cream, as advised by parents, to soothe any nappy rash. She adheres to good hygiene routines to ensure her home is clean for children to play, such as regularly cleaning the playroom floor. In addition, she has successfully received a 'five star' rating from the local authority regarding her food hygiene standards. This contributes to keeping children healthy and minimises the risk of illness and infection. The children have good opportunities to be outdoors and to be active. This enables children to run, climb and balance. This promotes their physical development and their understanding of the importance of exercise, fresh air and leading a healthy lifestyle. The childminder involves children in a good range of activities that help them learn about safety. For example, children regularly take part in fire evacuation practices and they discuss road safety on outings.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She provides a safe environment for children to learn. This is because she completes daily safety checks, she supervises children's play and she carries out regular risk assessments. As a result, she puts in place good precautions to minimise risks and accidents. For instance, she keeps her premises locked and ensures all dangerous items are out of the reach of children. The childminder implements a wide range of policies and procedures, such as recording any accidents the children have in her care, managing complaints and the safe administration of medicines to children. The childminder has a good understanding of child protection issues. She is aware of potential signs of abuse and neglect because she

regularly accesses advanced safeguarding training. She is fully aware of which agencies to involve if she has any concerns about the children. Therefore, she protects them from harm because she fully understands her responsibilities for promoting children's welfare. She has regular communication with other professionals involved in the children's care, such as social workers to ensure they all work together to keep children safe.

The childminder's commitment to improve the provision for children is good. She uses self-evaluation as a way to monitor her service and children's learning. This means she is proactive in setting targets and action plans for improvement. This includes successfully addressing the recommendations from her last inspection. For example, through risk assessing all outings, she keeps children safe. In addition, her improvements include the recent extension of the playroom. Children now have more space to play and they can access hand-washing facilities independently. This promotes children's independence and self-care skills. The childminder regularly attends her local childminding network meetings to keep up to date with changes. This contributes to her understanding her responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Though parental discussions and seeking advice from other professionals, the childminder involves others in her self-evaluation. The childminder demonstrates a good commitment to training and she demonstrates this through successfully completing a recognised early years qualification at level 3. In addition, through training, such as domestic violence, she knows how this can impact on children's emotional security and behaviour. Therefore, she has the knowledge to support any children if and when needed.

The childminder has good relationships with parents. She shares with them children's progress records and a diary provides information about children's feeding, sleeping and nappy changes. The childminder understands the importance of working with other settings and professionals involved in children's care and learning. In addition, through training, such as special educational needs, inclusion and supporting children with disabilities, she has a good understanding of working in partnership with external agencies. This means good measures are in place when supporting children with identified needs. Therefore, this early intervention contributes to supporting all children's progression.

### **The Childcare Register**

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

## 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>	EY101344
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	920001
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/02/2009
<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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