

<b>Inspection date</b>	03/05/2013
Previous inspection date	05/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Learning journeys provide clear information to other settings and forms the basis of children's progress checks at age two years. This ensures there are no gaps in learning.
- Children's language and communication skills are promoted effectively. The childminder listens carefully to what children are saying, repeats their words and introduces new ones. This helps to extend children's use of vocabulary and helps them to become skilled and confident communicators.
- The arrangements for safeguarding children meet statutory requirements and give no cause for concern. This ensures that children are safe.
- The childminder is a good role model. She uses strategies that give clear expectations for good behaviour. This helps children to learn about what is acceptable.

#### **It is not yet good because**

- A written record of any complaints and their outcome is not maintained. This is a legal requirement.
- The monitoring and evaluation of practice lacks rigour and does not take account of the views of parents or children to improve practice.
- Arrangements to encourage parents to share information about their children when they start is basic and does not take full account of what they can do, so their learning can be progressed.

## 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 lounge.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a range of other documentation, including the providers' policies and procedures, recording systems and children's information.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder about her improvement plans.

## Inspector

June Rice

## 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 16-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 meet the requirements of the Early Years Foundation Stage the provider must:

- keep a written record of any complaints and their outcome. The record of complaints must be made available to Ofsted on request.

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

- enhance ways that parents contribute to their child's assessment on entry to help identify what they can do
- enhance the methods for evaluating and monitoring practice and consider the views of parents and children to help identify and prioritise targets for improvement.

## Inspection judgements

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

The childminder plans an environment that children find interesting and it is, generally, adapted to take account of children's stage of development. The selection of resources and activities successfully promote children's learning through play. They can independently select resources and equipment. This helps them to make choices about what they want to do. Planning ensures that all seven areas of learning are covered and

the childminder confidently identifies the correct development bands that children are presently working within. The systems that the childminder has in place satisfactorily promote partnerships with parents and other early years providers. For example, parents are encouraged to share details about their children's progress at home and they discuss what they can do to extend their learning, such as helping with their pronunciation. This enables the childminder to identify and plan for children's next steps in learning and provides sufficient information to help form the basis of children's progress checks at the age of two years. Assessment on entry enables parents to provide basic information about their child but this does not always give the childminder sufficient detail about what their child already knows and can do. This sometimes reduces the effectiveness of her initial plans to support the child when they first start at the setting.

The childminder has a sound knowledge and understanding of how children learn and asks simple questions to help them to think about what they are doing. Children benefit from lots of individual attention from the childminder, which helps them to consolidate their learning. This helps children learn a satisfactory range of skills important for their future learning. While children experiment with dough, she uses this opportunity to introduce single words to help them explain what they are doing, such as rolling and cutting. The childminder introduces the names of shapes, which children repeat. Consequently, children's communication skills are developing well and their recognition of the shapes, circle and square, is being promoted effectively. Children enjoy mark-making activities in small groups which are quickly adapted for individuals. The childminder encourages younger children to recognise and name the colours purple and green and count up to four. Older children are listened to carefully as they proudly show their artwork to the childminder and she asks them to describe what they have drawn. This means that children are developing skills in writing, mathematics and expressive arts and design.

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

The childminder helps children make a smooth transition into her care by encouraging visits with their parents before the placement starts. This is, generally, followed by short visits by themselves. The childminder takes this opportunity to find out about children's individual needs, routines and preferences. Children's health and well-being is promoted well by the childminder. They are provided with opportunities to make use of their wider environment as they use equipment in local parks, walk in the woods and visit a farm. This promotes their physical well-being and their understanding of the need for fresh air. Children are provided with healthily balanced drinks, sandwiches and warm meals. They are observed to wash and dry their hands before snacks and after using dough. This is teaching children the importance of good hygiene practices. The childminder implements an exclusion policy for children, who are infectious, in order to protect others.

Children behave in ways that are safe for themselves and others. For example, they are encouraged to tidy away toys to ensure there are no trip hazards. The childminder praises their efforts and this also builds their self-esteem. She is very enthusiastic and shows lots of interest in what children are doing. On the whole, her intervention is well timed and supports children appropriately. Children make satisfactory progress in their personal,

social and emotional development, physical development and communication and language. This is building on the skills they need to be ready for school.

They are well prepared for their transition to nursery or other provisions. The childminder visits the nursery with children when parents are unable to and shares their learning journeys. This ensures there are no gaps in learning. Children select and use activities and resources independently and they move around freely and confidently. They become fully immersed in their chosen activity and this shows the start of a positive disposition to learning. Children demonstrate that they have built positive relationships with the childminder. For example, they seek a cuddle when they are tired and respond positively to her enthusiasm and warmth.

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

The inspection took place following a concern raised with Ofsted about the childminder's suitability. In light of this, a thorough review of the childminder's suitability has been carried out and she remains suitable. The childminder demonstrates a commitment to improving the quality of her provision. In discussion, she has identified her priorities for improvement but her self-evaluation lacks rigour. This is because it is based largely on her own professional development and does not take account of the views of parents or children. Most required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children and safeguarding. There is no record of complaints and their outcome. This is a breach of legal requirements, although, there is no impact on children. Detailed risk assessments clearly identify possible hazards and the action taken by the childminder to reduce any risks. As a result, the childminder provides an environment where children feel welcome and safe.

The childminder has attended safeguarding training and has current first aid and food hygiene certificates. She has a clear understanding of safeguarding procedures. The childminder is aware of possible signs of abuse and what agencies to involve if she had concerns. This means that she protects children from harm. The systems to observe, assess and monitor each child's progress are developing appropriately. The childminder demonstrates a clear understanding of her role and responsibility in obtaining support from other professionals for children and their families, who need it and of working with others, who may share care of the children. Overall, the childminder has developed sound relationship with parents and this ensures that information about children's well-being and learning is regularly shared. They do this verbally and by text. Displays in the playroom that show parents the activities children have been doing and what they are learning. This encourages parents to continue with children's learning. For example, they ask how a particular piece of artwork has been created and plan to provide the same opportunity at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- make available to Ofsted, on request, a summary of complaints made in relation to requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints made in relation to requirements during the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY217828
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	916100
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/12/2012
<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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