

**Inspection date**

26/06/2013

Previous inspection date

27/03/2012

**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**

- The childminder has good relationships with children. She is fully aware of their abilities and a 'personalised learning plan' ensures she provides a wide range of activities to support their individual progression.
- Children are confident, happy and they feel safe in the childminder's care. They have a good understanding of being healthy and behaving well because the childminder implements effective policies and procedures.
- The childminder uses a computerised system to effectively maintain all required documentation, policies and procedures. This contributes to successfully safeguarding and promoting children's welfare and provides good information for parents.
- The childminder's commitment to her professional development and improving the provision for children is good. She accesses a wide range of training and uses self-evaluation to promote a service that strives towards promoting high standards of care for children.

**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 by including what parents know about their child's progress and interests is not always maximised.
- The childminder does not organise her outdoor environment with sufficient flexibility to enable children to independently access the good range of resources available.

## 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 playing indoors and outdoors.
- 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 and documentation.

## Inspector

Helen Blackburn

## Full Report

### Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 and 14 years in Wombwell, Barnsley. The whole of the ground floor and enclosed garden is used for childminding. The family has a dog as a pet.

The childminder regularly attends activities at the local children's centre and she runs a local childminder support playgroup. She visits the shops, park and other places of interest on a regular basis. She collects children from the local schools, nursery and pre-schools. The childminder is registered to work with an assistant.

There are currently 20 children on roll, of these, eight are within the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. She provides funded early education for three- and four-year-old children. She supports a number of children with special educational needs and/or disabilities. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- strengthen partnership working to further encourage all parents to contribute and share information about their child's learning at home
- enhance and organise the outdoor area more flexibly to provide additional opportunities for children to independently access the good range of resources available to further encourage them to explore, build, create, move and engage in role play.

## 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 how young children learn and develop. She provides a wide range of stimulating activities and resources across all areas of learning to support children's progression. In the home, she effectively organises these so that children can safely initiate their own play. For example, young children eagerly ask to play with the trains and the childminder facilitates this. This results in children being

independent learners, who approach their play with enthusiasm because activities reflect their choices and likes. The childminder has a good range of resources to promote children's learning across all areas indoors and outdoors. However, the organisation of these resources outdoors is not as flexible as the indoor area. For example, she stores them away and gets a selection out for children to play. Therefore, there is scope to enable children to independently access a wider range to enhance further their skills as they build, create, design, move and engage in role play in the outdoor environment.

The childminder effectively uses observation to identify children's learning needs. She uses a computerised system to record her observations and to successfully and accurately monitor children's progress across all areas of learning. The childminder uses a 'personalised learning plan' to effectively plan a wide range of activities to support individual children's progression. As a result, they make good progress in their learning across all areas. This contributes to children's readiness for school because they acquire the key skills they need to support them as they embark on their next stage in learning. For example, children are enthusiastic, confident, eager to join in activities and they are willing to have a go. The childminder skilfully uses open-ended questions and she is actively involved in children's play. This is effective teaching because she encourages children to solve simple problems and share their ideas through her questioning. She positively interacts with the children 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. She works closely with parents and other professionals, such as a speech therapist to ensure she supports all children's communication skills. She involves older children in simple activities, such as drawing, finding letters and they enjoy attempting to write their own names on their pictures. This, alongside free access to books, story sacks, signs and labels around the home helps children to learn that print carries meaning. These activities effectively support young children's literacy development. The childminder promotes children's mathematical development through a broad range of enjoyable activities. For example, children enjoy using the numbered bean bags to learn about number and counting. They use different sized jugs and containers to pour, fill and empty a wide range of different textures, such as sand, water and jelly. These activities help children to learn about size, volume, measure and capacity.

The childminder promotes children's physical development really well. When playing in the garden, children climb the slide and they push and pull wheeled toys around with skill and agility. In addition, children go on regular walks, they visit the park and enjoy going to the local indoor play centre. These activities provide good opportunities for children to 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 they have good opportunities to engage in role-play activities, such as playing shops, cafes, pretending to make tea and playing with the cars and trains. The childminder successfully 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 and they go on many outings to different places of interest. This supports children in learning about nature and the natural environment. For example, they visit farms and enjoy taking part in activities at the local forest school. The children also learn about the world and

simple geography through 'JOFLI' the travelling bear. Children take the bear on different adventures, for example, he accompanies them on their holidays and they look at the map to track all the places he visits around the world.

The childminder's relationships with parents are good. She shares detailed and comprehensive information with them through a computerised system. This enables parents to access their child's daily diary, learning records, policies and procedures at their leisure. The childminder also ensures she regularly talks to parents about their child's learning and shares any concerns with them quickly. This means good early intervention is in place through effective partnership working to ensure all children receive the support they need. Through her discussions and computerised learning records, the childminder informs parents of children's next steps. This means parents know how they are able to support their child's learning at home. However, how the childminder encourages all parents to share what children experience at home is not always effective. Therefore, when planning for children's excellence in learning she is not always maximising on parents' knowledge of children's progress and current interests.

### **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, she uses discussions with parents and carers, an 'all about me' booklet and settling-in visits to gather detailed information about children's needs, likes and abilities. She uses this information to incorporate children's routines into the day, such as their sleeping patterns. Furthermore, to help children settle quickly, she purchases items, such as crockery with pictures of children's favourite characters so that they have familiar items around them. This promotes a smooth transition from home to the setting and means children are happy, and feel safe and secure in the childminder's care. The childminder also ensures that when settling children, it is personal to their individual needs and she places no time limit on how long it takes. She offers comfort, support and reassurance to children who are upset at leaving their parents and they soon settle because of the close bonds they have with the childminder. This effectively promotes children's personal, social and emotional development and the smooth transition between the home and setting.

The childminder effectively praises children's achievements and progress. For example, she comments on how well they are behaving and that they are good for helping to tidy the toys. 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. For example, she encourages them to be kind, use their manners, share and take turns. The children have good opportunities to mix socially with their peers so that they develop cooperative and harmonious relationships with them. For example, the childminder takes them to groups, such as activities at the local children's centre and she runs a local childminder support playgroup. The children are independent and through routines, they develop their self-care skills. For example, after playing outside young children demonstrate their strong sense of independence by wanting to take off their coat and shoes.

The promotion of children's health and physical development is good. The childminder offers nutritious snacks to supplement the healthy meals parents provide. In addition, following healthy lunch box training, the childminder has some good information on ideas for well-balanced nutritional lunch boxes if parents wish to use it. To develop children's understanding of making good food choices, the childminder plans a good range of activities around food. For example, children talk about the benefits of eating healthy foods when they engage in planting and growing vegetables in the garden. The children have a good understanding of effective health and hygiene practices because they engage in daily routines, such as hand washing and brushing their teeth. The childminder adheres to good hygiene routines to ensure her home is clean for children to play. In addition, she has successfully received a 'four 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 an appropriate range of activities that help them learn about safety. For example, children regularly practise fire evacuation procedures. When on outings, older children complete a 'child-friendly risk assessment'. For example, they look for hazards and mark them off on their charts. This helps children understand dangers and risks and what they can do to keep themselves safe.

### **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 Statutory framework for the Early Years Foundation Stage. She provides a safe environment for children to play and learn. She completes daily safety checks, supervises children's play and carries out comprehensive risk assessments. Consequently, she puts in place appropriate precautions to minimise risks and accidents. For instance, she keeps her premises locked and ensures all dangerous items are out of reach of children. The childminder maintains detailed and accurate records, policies and procedures on a computerised system that she implements effectively to safeguard children. This information is secure and only accessible to parents and the childminder via a security code to ensure all information remains confidential. For example, the system includes her attendance registers; these are up-to-date and clearly show when her assistant is present. This demonstrates sufficient adults are present to meet adult to child ratios. Through her detailed policies, which include the safe administration of medicines to children, she ensures parents give their consent before giving any medication 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 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. The childminder also maintains a detailed written safeguarding policy so that parents are aware of the procedures in place.

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 developing her observation, planning and assessment arrangements, she has a good understanding of all children's abilities and learning needs. Therefore, she effectively plans an enjoyable and stimulating range of activities to support individual children's progression. The childminder regularly attends her local childminder network meeting to keep up-to-date with changes. Through parental discussions, questionnaires and seeking advice from other professionals, the childminder involves others in her self-evaluation. Her commitment to training is good and she demonstrates this through successfully completing a recognised early years qualification at level 3. In addition, through accessing a wide range of training, which includes special educational needs/and or disabilities training, she has a secure understanding of how she can support all children in her care. The childminder is proactive in supporting the professional development of her assistant. For example, through induction she ensures she is aware of her role and responsibilities. Furthermore, through appraisals and training she improves her personal effectiveness. This means all adults working with the children strive towards high standards of care and education for children.

The childminder has good relationships with parents. She shares with them children's progress records, observation and daily care needs, although new ways of promoting shared learning between home and childminder are yet to be fully embedded in practice. The childminder understands the importance of working with others involved in children's learning, such as school and nursery. This promotes continuity in children's care and learning. In addition, through training, such as inclusion and supporting children with disabilities, she has a good understanding of working in partnership with external agencies and other professionals, such as speech therapists. 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

**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 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>	EY355509
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	924708
<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>	10
<b>Number of children on roll</b>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/03/2012
<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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