

<b>Inspection date</b>	05/08/2013
Previous inspection date	31/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- Children's safety is not fully supported. The childminder does not recognise the potential risk or take action to minimise hazards associated with having a large number of dogs in the same area in which children are cared for.
- The childminder does not promote children's good health, in particular relation to hygiene, as children do not wash their hands or face after contact with pets or after pets have licked them.
- The childminder's system for monitoring the quality of her provision is weak and does not provide opportunities for parents and children to contribute so that their wishes and ideas are used to identify areas for improvement.

#### **It has the following strengths**

- The childminder demonstrates a sound knowledge and understanding of how children learn, and ensures children are suitably challenged. This supports them in making satisfactory progress.

## 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 dining room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed her plans for improvement.
- The inspector carried out a joint observation with the childminder.

## Inspector

June Rice

## Full Report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child and one child aged 14 years in Wombwell, South Yorkshire. The whole ground floor of the house and the rear garden are used for childminding. The family has four dogs and a rabbit as pets. The childminder also occasionally cares for her father's dog. She sometimes works with an assistant.

The childminder attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds appropriate early years qualifications at level 2 and level 3.

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

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

- review risk assessments and take effective action to minimise potential hazards to fully promote children's welfare; this is with particular regard to children's health and safety associated with dogs
- take all necessary steps to promote the good health of children attending the setting, with particular regard to hygiene after touching pets and in respect of pets licking children's hands and faces.

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

- develop self-evaluation by taking into account the views of parents and children to inform priorities and set challenging 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 the selection of resources and activities successfully promote children's learning through play. Children can independently select some resources, and the childminder ensures that there are a wide selection on display. This helps children to make choices about what they want to do. The system for observing children's progress is sound, and this means that activities appropriately cover all seven areas of learning. The childminder identifies the correct development bands that children are presently working within, and uses her observations to plan appropriately for their next steps in learning. The childminder completes children's progress check at two years in a timely fashion. This ensures there are no gaps in learning.

The childminder has developed systems that effectively promote partnerships with parents and other professionals. For example, parents are encouraged to share children's two year progress checks with their health visitors, and to share details about their children's progress at home. Information shared by parents forms part of their children's progress record. The childminder also obtains information about what children can do on entry, and she uses this information to plan a reasonable range of activities for their first day.

The childminder has a sound knowledge and understanding of how children learn. She takes an interest in what they are doing and uses open-ended questions that encourage them to think creatively. For example, when she asks children 'which is the big one' and 'which is the small one', she waits patiently for them to work it out. The childminder provides realistic challenges for children as she follows their interests. For example, children take an interest in a box of vehicles and the childminder follows her current theme of opposites as she encourages them to compare small ones and big ones. Children point to the wheels on a car and count in sequence up to three. The childminder appropriately extends this interest in counting, and children happily count up to six with support. This improves children's learning and helps prepare them for their next stage in learning, such as moving on to school when the time comes.

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

The childminder has established a settling-in process that encourages parents to visit her home with their children before the placement starts. She uses this opportunity to find out about children's individual needs and routines. This helps the childminder to accommodate children's transition from home appropriately. Children are provided with opportunities to explore and familiarise themselves with their local and wider community. They enjoy trips to parks, museums, farms and garden centres. This promotes their understanding of the world. Children use play equipment in local parks and go for walks. This promotes their physical well-being and understanding of the benefits of fresh air.

Parents provide packed lunches for children, and the childminder provides them with information about healthy options to help promote children's health. However, children's good health is not promoted in relation to hygiene. For example, the childminder does not ensure children wash their hands and face after pets have licked them. This does not fully protect children's health or minimise potential hazards to children's health associated with contact with the dogs.

Children learn about keeping safe near roads as they sing a road safety song while they watch the colours of the lights change. The childminder shows an interest in what children are doing. Her intervention is well timed and supports children appropriately. The childminder explains her expectations for good behaviour and why something is unacceptable, which helps children learn how to cooperate with others.

The childminder is aware of her responsibility to liaise closely with other early years practitioners in order to support transition to their provision, or school when the time comes. Children select and use activities and resources independently. This helps them develop a positive disposition to learning. They move around freely and confidently, and show they have built positive relationships with the childminder. For example, they seek a cuddle when they are tired, which helps them settle quickly, and they have a restful sleep.

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

The childminder is aware of the need to notify Ofsted of any changes or events that may affect her suitability, such as a change in her health or medication. She ensures children are within sight and/or hearing at all times, and does not leave them alone with visitors. However, the childminder does not fully understand her roles and responsibilities in relation to keeping children safe from harm. For example, she has not identified and, therefore, not adequately assessed the potential hazards posed to children by the large number of family dogs who are in the same room with them. The childminder does not fully accept that it is not acceptable for children to be at risk of receiving scratches from family dogs when they are playful. As a result, children's health and safety is not fully safeguarded. The system for monitoring and evaluating the quality of the childminder's provision is not robust enough. It does not include contributions from parents or children, so they are not involved in deciding improvements to the setting.

The childminder has an adequate understanding of protecting children from abuse. She is aware of possible signs of abuse and what agencies to involve if she had concerns. This means she can protect children from possible abuse or neglect. 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 progress and well-being is shared effectively. All required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children and safeguarding. The childminder monitors children's achievements and the activities she provides to ensure they are making satisfactory progress given their starting points and capabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met**

The requirements for the voluntary part of the Childcare Register are

**(with  
actions)  
Not Met  
(with  
actions)**

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

- undertake a risk assessment, with specific reference to children's health and safety associated with dogs, and ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment, with specific reference to children's health and safety associated with dogs, and ensure all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

## 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>	EY357642
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	923841
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31/01/2011
<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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