

Inspection date

Previous inspection date

06/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 fully understands the arrangements for safeguarding and she is confident in her conviction that she will be able to implement them effectively when necessary. This ensures children are safeguarded.
- Assessments of children's progress are accurate and next steps are clearly identified and planned for. This ensures children are well challenged and continue to make good progress.
- The childminder demonstrates a good knowledge and understanding of how children learn and ensures children are well challenged. As a result, children continue to make good progress.
- The childminder effectively monitors and reviews the quality of her provision. This ensures that any action taken will help children continue to make good progress.

It is not yet outstanding because

- There is scope to improve the use of props with stories, in order to maximise the opportunities for children to select familiar objects by name.
- There is scope to enhance the arrangements that encourage parents to be more highly involved in their child's 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 activities in lounge and dining area and carried out a joint observation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation form and improvement plan.

Inspector

June Rice

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged two, eight and ten years in a house in Barnsley, South Yorkshire. The whole of the ground floor, the first floor and the rear garden are used for childminding. The family has four cats as pets.

The childminder attends a toddler group and activities at the local children's centre and visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder provides care 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.

What the setting needs to do to improve further

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

- enhance the way props are used with stories, to provide opportunities for children to select items by name
- enhance opportunities for parents to be more highly involved in their child's learning by securing their contributions on a more regular basis.

Inspection judgements

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

The childminder places a strong emphasis on supporting the development of children's personal, social and emotional skills, physical skills and communication and language. A very good balance of adult-led and child-led play activities are well planned, purposeful and developmentally appropriate. Resources are well presented and have both written and picture labels. This enables children to independently select resources, as they explore their environment. As a result, children learn to be independent and take control of their own learning. The childminder demonstrates that she is skilled at observing and analysing children's progress. She has correctly identified the development bands that children are working comfortably within and plans effectively for their next steps in learning. As a result, children make good progress in all seven areas of learning and this prepares them well for their next stage in learning, such as school. The childminder has strived to develop good working partnerships with parents quickly. Parents contribute to their children's initial assessment on entry to the setting and are kept up to date with their

children's progress. However, the arrangements for parents to contribute to their children's ongoing assessments, on a more regular basis, have scope to improve.

The childminder demonstrates a good understanding of how children learn through play and by following their own interests. Teaching is good. She makes good use of open-ended questions and models 'thinking and doing' out loud. As a result, children learn to listen, think and respond verbally. Consequently, children are developing their skills in communication and language. Young children are learning how to use a variety of tools and mark-making equipment by example. They watch closely as the childminder demonstrates how to use a rolling pin to 'roll the dough'. When she says 'show me how to roll the dough' they take hold of a rolling pin and flatten the dough. They smile as the childminder claps and praises them. This gives them a sense of achievement and successfully promotes their physical development. The childminder skilfully introduces colour and numbers, encouraging children to name the colours blue, green and orange. She encourages their experimentation, as they mix the colours red and white together, by exclaiming 'wow, you have made pink.' Children smile and begin to mix other colours together. As a result, children remain interested and motivated to learn.

Children show an interest in books and the childminder uses this opportunity to develop their language, through the use of puppets and other props. For example, they name the animals hiding under the flaps and then look for the monkey, lion and giraffe from a large selection of small world animals. While reading the story the childminder introduces positional language, such as 'under', which children repeat. However, the use of props is not always fully embraced in order to promote the already very good learning experiences that promote children's language. For example, on rare occasions there are too many animals for the younger children to search through. Consequently, they are sometimes unable to select familiar objects by name.

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

Good health and well-being is well promoted. The childminder effectively promotes children's understanding of how to be healthy and teaches them to manage their personal care and hygiene. For example, children learn to enjoy fresh air and exercise by going on regular walks and by using the equipment in the local parks they visit. They cooperate when they are having their nappy changes and are learning to wash and dry their hands afterwards. The childminder provides healthy options for breakfast, snacks and meals. They have milk and water to drink. As a result, children learn to eat and drink healthily.

Accidents and injuries are recorded and an exclusion policy is implemented for children who are infectious, which helps to protect others. Children move freely within their environment and learn to manage risks through their daily routine and activities. This involves them learning to put toys away, to reduce the risk of trip hazards and being involved in emergency evacuations. This helps children behave in ways that are safe for themselves and others. The childminder has high expectations for good behaviour. She works closely with parents and utilises local groups, where children learn to socialise and cooperate with others. As a result, children are well behaved and learn to work together. This helps to prepare young children for the move to pre-school.

The childminder fully understands the emphasis placed on working closely with parents and has taken all reasonable steps to promote this. For example, the onward transition from home into the setting is very well managed. The settling-in process encourages parents to visit with their children for several visits before leaving them. As a result, parents and children develop the confidence to separate. During these visits the childminder gathers detailed information about children's individual care needs, home routines and what children can do on entry to the setting. This helps the childminder be well prepared for their first day and helps children to settle quickly. Children show, through their body language, that they have built a trusting relationship with the childminder. They seek out the childminder for cuddles when in need of reassurance and when they are tired. This shows children feel safe.

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

The childminder demonstrates a good understanding of child protection and she is confident in her ability to implement procedures effectively, in order to safeguard children. All required documentation is in place. Robust risk assessments clearly identify possible hazards and the action taken to reduce any risks to children.

The childminder is committed to continued improvement, in order to provide the best quality care and learning for children that she can. She is constantly reviewing the quality of her teaching and its impact on children's learning. For example, the childminder has re-arranged resources so that young children are able to select them more easily. As a result, children quickly develop their independent play. She has continued to develop the systems for assessing children's progress. This has resulted in an effective system that enables her to identify and plan for children's next steps in learning.

The childminder understands the importance of carrying out the progress check at age two, to assure early intervention if necessary. Consequently, children are well prepared for their next stage in learning, such as school. Parents are included in their children's learning. For example, they are encouraged to provide updates on their children's progress at home, to ensure the precision of their children's assessment. The childminder is aware of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families, should they need it.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460352
Local authority	Barnsley
Inspection number	918486
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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