

Inspection date

06/11/2013

Previous inspection date

27/10/2009

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 knows children well. She regularly observes them and uses this information to plan a wide range of experiences around children's likes and needs. Therefore, children make good progress in their learning and they approach their play with enthusiasm.
- The children are happy and they have good relationships with the childminder. She incorporates their individual routines and needs into the day, therefore, children feel emotionally safe and secure in her care.
- The childminder effectively promotes children's health. She offers good opportunities for children to play outdoors and to be active. She provides a healthy diet and promotes effective hygiene routines.
- The childminder implements a wide range of policies and procedures that contribute to keeping children safe, which promotes and safeguards their welfare.

It is not yet outstanding because

- Strategies to engage all parents in their child's learning are not always highly successful. Therefore, when planning for children's exceptional learning and readiness for school, the childminder is not always considering the information parents can share.
- Information sharing during initial assessments is not always comprehensive enough about children's skills and progress to ensure assessments are precise and sharply focussed to support planning for their first-rate 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 had a tour of the premises and observed children playing indoors.
- The inspector spoke with the childminder and assistant at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning for children and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and assistants and discussed the provider's self-evaluation arrangements.
- The inspector took account of the views of parents through discussions with parents on the day and letters.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and teenage child in Cudworth, Barnsley. The whole of the ground floor, first floor bathroom and garden are used for childminding. The family has three dogs as pets. The childminder works with assistants.

The childminder has regular contact with other childminders, she visits the shops, park and other places of interest with children on a regular basis. She collects children from the local schools, nursery and pre-schools. The childminder supports a number of children who speak English as an additional language.

There are currently 10 children on roll, of these, eight are within the early years age group and they attend for a variety of sessions. The childminder provides care all year round from 6.45am to 6pm, Monday to Friday, except for family holidays and bank holidays.

What the setting needs to do to improve further

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

- strive towards achieving highly successful strategies to engage all parents in their child's learning by encouraging them to consistently share information about their child's learning at home, so that children are exceptionally well prepared for school and next steps in learning
- enrich the information gathered during initial assessments so that planning for children's learning is built on a comprehensive knowledge of children, ensuring assessments are precise, sharply focussed and include everyone involved in children's learning from the start.

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 broad range of activities and experiences across all areas of learning. She organises these to encourage children to make safe and independent choices in their play. Therefore, children are happy, enthusiastic and motivated learners. The childminder knows children well and because of this, she provides activities that reflect their likes and choices. She regularly observes the children and uses this information to identify and plan

for their next steps in learning. This effective teaching means that children make good progress in their learning. In addition, because the childminder plans activities and experiences across all areas of learning, she supports children in acquiring the skills they need for their future learning, such as starting school. For example, posters around the room encourage children to name colours, talk about shape, size and number. Also, she engages younger children in drawing activities and she uses books to encourage older children to match words to the pictures. This supports children's development in early mathematics and literacy. Children also have good opportunities to socialise with other children. For example, the childminder regularly goes on outings with other childminders and this provides opportunities for children to mix and socialise with their peers. This gives them confidence to build up relationships with others, which helps them when they start school and start to meet new people.

The childminder and her assistant are actively involved in children's play, they interact well with children and they ask them a wide range of questions. This effective teaching encourages children to be active learners. For example, through her questioning she encourages children to work things out for themselves, such as working out where the jigsaw pieces go. Through her positive interactions with the children, the childminder effectively promotes children's language and communication development. For example, children regularly look at books, they talk about they see and they are confident to engage in conversations and to answer the childminder's questions. Through outings, such as nature walks, picnics in the park and visits to the farm, mining museum and seaside, the childminder effectively fosters children's development in understanding of the world. This is because children experience nature and the natural environment, such as seeing the sea and talking about the different animals at the farm. In addition, through books and activities that celebrate different cultural festivals and events, children learn about the world in which they live. This is because the childminder encourages them to talk about differences and have a positive regard towards all people in society. The children have good opportunities to express their own ideas, be creative and imaginative. They enjoy painting, sticking, creating models, exploring different media, textures, music, dressing up and engaging in role play activities. These experiences successfully promote children's development in expressive arts and design.

The childminder has good relationships with the parents. She shares some good information with them about her service and how she supports children's learning through her policies, procedures and newsletters. She regularly discusses with them children's progress and next steps, which means she keeps them well informed about their child's progress. She also encourages parents to comment in their child's progress record. However, her strategies are not always highly successful, because she is sometimes not consistently engaging all parents to share what children experience at home. Therefore, when planning continuity and excellence in children's already good learning and readiness for school, assessments are not always taking into account parents' observations of children's learning and achievements at home.

The childminder has good relationships with the children. Overall, she gathers some good information from parents about children's needs, likes and routines when they first start in her care. This contributes to promoting continuity in children's care because she incorporates their routines into the day. This information sharing enables the childminder to build up secure bonds and attachments with children. Therefore, children are happy, they settle quickly and feel emotionally secure and safe in her care. This promotes children's personal, social and emotional development. These positive relationships, transition arrangements and emotional security gives children confidence to embrace change in the future, such as starting school. However, the information gathered from parents during these initial assessments is not always comprehensive enough about children's skills and progress. Therefore, initial assessments sometimes are not precise and sharply focussed when supporting children's already good transition from home.

The childminder and her assistant make good use of praise to promote children's positive behaviour and self-esteem. They are positive role models for children and they provide consistent boundaries and routines. Therefore, children behave well because they know what the childminder expects of them. Through play, they learn to share, take turns and they are polite and use their manners well. Therefore, children have cooperative and harmonious relationships with their peers. The children are developing a good understanding about safe boundaries and ways in which they can keep themselves safe. The childminder organises her resources so that children can make safe and independent choices in their play. In addition, she involves them in a wide range of activities that help them to learn about safety. For instance, children regularly take part in fire evacuation practices and they routinely talk about road safety on outings.

The childminder promotes children's good health really well. She provides nutritious meals and snacks so that children have good opportunities to make healthy choices. She involves them in baking and food preparation activities and this enables her to discuss with children the benefits of eating a healthy diet. The children have a secure understanding of effective health and hygiene practices. They routinely and independently wash their hands at appropriate times throughout the day. This supports them in developing good self-care skills and an understanding of their personal care needs. The children have ample opportunities to play outdoors and to engage in physical activity. They enjoy playing in the garden, going on walks and visiting indoor activity centres. This promotes children's physical development and it means children benefit from playing in the fresh air. This supports children in leading a healthy lifestyle.

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 is fully aware of child protection issues and her responsibility in protecting children from harm. She accesses training so that she has a secure understanding of the potential signs of abuse and neglect and the procedures for reporting concerns. In addition, through her recruitment and vetting procedures, she

ensures her assistants complete relevant suitability checks to ensure they are suitable to work with children. This contributes to protecting children from potential harm and risk. The home is safe and the childminder effectively maintains this through her risk assessment arrangements and daily safety checks. For example, she ensures children travel safely in the car because they use car seats and seat belts appropriate to their ages, weight and height. In addition, she maintains appropriate adult to child ratios, this includes ensuring an assistant is present when needed. She maintains a wide range of detailed written policies and procedures and these contribute to safeguarding children. Her procedures include how she manages children's behaviour, fire evacuation, dealing with concerns, safety checks and the safe administration of medication. The childminder ensures her assistants read all her policies and procedures so that they are fully aware of their roles and responsibilities. This contributes to promoting and safeguarding children's welfare.

The childminder's commitment to improving the provision for children is good. She reflects on her practice, seeks advice from her local authority and uses self-evaluation as a way to identify her strengths and areas to improvement. Therefore, she is proactive in improving the provision for children. For example, she is beginning to use a computerised system to support her in the managing of her records and children's progress. This contributes to her effectively monitoring and tracking children's progress. She understands the importance of promoting the professional development of herself and assistants. She goes on training and encourages her assistants to do the same. This means all adults working with children strive towards having a first rate understanding of good quality practice. For example, the childminder's development plans include working towards a recognised early years qualification and accreditation to offer funded early years education, so that she improves her personal effectiveness and children's achievements over time. Through discussions with parents and children, she explores ways to involve them in her self-evaluation.

The childminder has good relationships with parents and she keeps them well informed about their child's progress and service. For example, she has regular discussions with parents, she shares children's progress records, newsletters, policies and procedures. This information sharing contributes to meeting children's individual needs. Parents' comments about the service are positive. They say their children are happy and that they have no concerns about the service. The childminder understands the importance of working in partnership with other settings involved in the children's learning. Therefore, she talks to them about what children are enjoying and experiencing so that she can complement these to promote continuity in their learning. In addition, she fully understands the importance of working with parents and external agencies or professionals to ensure she supports children with identified needs. For example, working with speech and language therapists to support children who need help with their language and communication development. This includes supporting children who speak English as an additional language.

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	EY303726
Local authority	Barnsley
Inspection number	942084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	27/10/2009
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
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M1 2WD

T: 0300 123 4234
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