

Inspection date

Previous inspection date

14/01/2014

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

- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that successfully support their learning and development.
- Children enjoy warm, caring relationships with the childminder, who effectively supports their personal, social and emotional development.
- Children develop strong emotional attachments with the childminder because she treats them with care and kindness.
- Attention to safeguarding the children is paramount. There are effective strategies in place to make sure that children are protected from harm.

It is not yet outstanding because

- There is scope to improve the opportunities for children to use the outdoor area in order to enrich their learning.
- There is scope to further strengthen the communication links with parents to enable them to support continuity of children'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 the playroom.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the child present.
- The inspector looked at a sample of relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke to the children during free play.

Inspector

Hayley Gardiner

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives in Bolton-upon-Dearne, Rotherham. The childminder works with her daughter, who is also a registered childminder.

The childminder visits the shops, library and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 6.30am to 7pm, Monday to Friday, except family holidays.

What the setting needs to do to improve further

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

- enhance the outdoor provision by offering children opportunities to learn about the natural world and use open-ended resources in different ways, for example, by providing tyres, drain pipes and construction sets
- strengthen further the communication links with parents, for example, by encouraging and enabling them to support continuity of children's learning.

Inspection judgements

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

The childminder has a good knowledge of child development and understands fully the Early Years Foundation Stage. She provides interesting and challenging activities which cover all of the areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for starting school. Individual profiles are in place for all children, and these include photographs, observations and assessments. The childminder works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's profiles ensure that parents remain involved and up to date about their child's progress. Generally, parents are actively involved in their child's learning because the childminder talks to them about ideas and activities that they can implement at home. However, this is not yet fully effective in enabling parents to share what they know about their child's learning by providing the childminder with details of their child's experiences at home.

The childminder provides a rich learning environment indoors covering all areas of

learning. She sets out resources well so that they are easily accessible for all children to make their own choices. The outdoor environment is used well at times, but there is scope to improve opportunities for children to use open-ended resources in different ways and learn about the natural world as they plant and grow. The activities are planned in advance using children interests and next steps from observations; however, this is very flexible to allow children to choose what they want to play with. The childminder engages children in activities successfully and motivates them to learn. For example, children are involved in making binoculars and maps to go on a 'bear hunt'; once these are complete the childminder takes the children on an imaginary bear hunt around the house using props and resources to support their imagination. The childminder supports their learning with good quality interactions. Children develop their creative and thinking skills on a daily basis where interactions challenge the children effectively. The childminder skilfully asks children questions which help them to think and find out things for themselves, such as 'Which one could it be?' and 'What do you think?' This promotes children's thinking and problem-solving skills, which gives them confidence to speak about and develop their own ideas in play

Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about a wider society; they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing up clothes. They take part in activities and learn about different festivals, such as Easter, Christmas and celebration days. Children explore a wide variety of creative activities using an assortment of media. The childminder fully understands the importance of supporting young children to develop their skills in using technology. For example, children have fun playing with the small world activities that have flaps, buttons and noises. The children giggle and smile with enjoyment to show how much fun they are having.

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

The childminder demonstrates a good understanding of how to meet all children's individual needs. She promotes an inclusive environment where children flourish. She swiftly identifies when children are less engaged in activities, and draws her attention to them to help and support them to be more involved. Young children are supported sensitively during their transitional times, such as when they are dropped off by their parents, or when they first start with the childminder. A thorough range of information is sought from parents, both verbally and from documentation. Young children's routines are fully respected, such as sleep time. Overall, this helps children settle quickly during transitional periods.

The childminder is a good role model and follows well-established hygiene routines. The children develop self-care skills, for example, washing their hands with little support. They practise routine hygiene procedures and learn the importance of hand washing. The childminder provides fresh drinking water, milk and juice for the children in their individual drinking cups. She promotes healthy eating and lifestyles by offering children a variety of nutritious food during the day and by encouraging them to drink plenty of fluids. This promotes children's good health and well-being. Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to not run

in the house so that they do not fall. She gives a clear indication as to how she expects children to behave, for example, praising their good playing and thanking them for tidying up. Children gain a good understanding of how to keep themselves safe. They negotiate the space safely and learn how to behave when in the different areas of the provision. They regularly practise the evacuation drill so they know how to leave the premises safely in an emergency.

Children are well prepared for the move to school and for their future learning. This is because they develop very positive skills and attitudes to exploring and learning, building friendships and their self-care. The childminder has good links with schools and has developed relationships with the teachers.

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

The childminder has a secure understanding of all safeguarding procedures, ensuring children are protected from harm and neglect. There is a clear policy in place to inform practice and she has the necessary details to refer any concerns to the appropriate agency. All of the required policies, records and procedures are skilfully implemented, promoting an inclusive and safe environment for all children. Furthermore, the childminder understands that it is important to ensure that children are safe in her care at all times. She supervises them well inside the home, in the garden and when on outings, such as when taking and collecting children from school. Clearly written risk assessments are completed to ensure all areas that children access are safe, both inside and outside the home and during outings, such as to the park. Children's safety is enhanced and promoted well. For example, effective safety strategies, such as the use of safety gates, doors being locked and the checking of visitors' identification before entry, ensure children are safe while in the care of the childminder. The childminder uses her knowledge of the learning and development requirements and involves children in a wide range of good quality learning activities. Observations and assessments are used as an essential tool to helping children make good progress in their learning. The childminder is aware that children develop at their own rate and values their own ideas and thoughts.

The childminder evaluates her practice and develops future plans, concentrating on improving her practice for children. For example, she identified a need to have more innovative activities involving the outdoor area, so she sourced sand and water tray, a new fence and a nice area for children. She has a good awareness of her strengths. The childminder is dedicated to improvement of the setting and is keen to complete any training to update her knowledge and skills.

Partnerships with parents are well established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions to nursery or school. Parents are able to share information about their children with the childminder, and they discuss children's progress when dropping off and collecting their children. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning

opportunities. She has established links with local agencies and some schools to ensure continuity of care and learning for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY463326
Local authority	Barnsley
Inspection number	928334
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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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