

Inspection date	29/04/2014
Previous inspection date	01/07/2010

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 thoughtfully planned playrooms create enabling environments for children of all ages and promote independence and purposeful play. Children benefit from a wide range of resources to support their learning and development.
- Teaching is good because the childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities.
- Children build secure attachments with the childminder and she is sensitive to their individual needs. This ensures that they are happy and settled in the provision.
- Safeguarding of children is good. Policies and procedures are implemented and as a result, children are protected and kept safe.

It is not yet outstanding because

- On occasions children's language skills are not fully extended by, for example, the use of open-ended questions.
- 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 had a tour of the premises used for childminding.
- The inspector spent the majority of time with the childminder observing her and the children she was caring for.
- The inspector spoke with the childminder at appropriate times throughout the inspection regarding the care provided and activities on offer.
- The inspector looked at children's development records, planning documentation, policies and procedures and other documentation used to support the setting.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Christine Walker

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and five-years-old in a semi-detached house in Bolton-on-Dearne. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs as pets. She works alongside another childminder at this address. The childminder holds an appropriate early years qualification at level 3. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently 14 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- provide even more opportunities to extend children's language skills by consistently using open-ended questions during children's play
- 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

Children are happy and content to be in the childminder's home and they benefit from an organised and stimulating learning environment, which they happily explore. Children are encouraged to be active learners as they access resources and engage in interesting and challenging child-initiated and adult-led activities. There is a strong emphasis on child-initiated play to develop children's imagination and independence. This is well-supported through positive interaction from the childminder. The childminder gathers good information from parents when children first attend her home, so that she is familiar with the children's capabilities, interests and routines. She uses this information, alongside her own observations, to complete children's starting points and to feed into the effective observation and planning processes. This enables her to plan learning experiences for children to help them make good progress and to follow their interests. The childminder inputs information about children's progress onto a commercial software program that allows parents to access information about their child, via a secure log in, at any time. Parents comment highly on this facility and all enjoy looking at their child's photograph

gallery, as well as the daily diary, completed by the childminder, which keeps them involved in their child's learning. However, there is scope to strengthen the communication links with some parents to enable them to further support their children's learning at home and keep the childminder up to date with their child's interests to ensure that their learning continues to be consolidated and extended.

Resources are plentiful and well maintained; they provide children with a range of play opportunities, which cover all the areas of learning. Children's physical development is enhanced by free flow access from the conservatory to the garden, where they enjoy playing on the slide, climbing frame and playing football. Children's enjoyment of the outdoors is further enhanced by regular access to the childminder's adjacent allotment. Children enjoy activities, such as planting potatoes. This is extended and complemented the following day by an adult-led activity using potatoes for printing. The children concentrate well and clearly enjoy the activity. They later extend their use of paint to include finger and hand prints. Children proudly share their achievements with the childminder and receive praise and encouragement. The childminder provides good support for less confident children to have a go, as she demonstrates how to make a finger print. She talks to the children throughout the activity using simple commentary and explanation. This helps to develop children's understanding of language and new concepts. However, on occasions opportunities are not exploited to further extend and encourage children's communication and thinking skills through the consistent use of open-ended questions.

The childminder promotes mathematical development as children count the beads on a maze. Children develop their imaginations as they play together, making tea in the home corner; the childminder willingly joins in their play, supporting them and extending their knowledge. She provides activities for older children, which complement the topics and the learning that takes place at school. In this way she supports the school's home learning for children. The childminder completes the progress check at age two and termly summaries of children's progress, which are shared with parents. She has a good relationship with the local nurseries and schools. As a result, all children are supported in to develop their skills for their future learning.

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

There is a relaxed and happy atmosphere within the setting. Children forge trusting and caring relationships with the childminder, which promote a sense of emotional security. Children feel secure and are confident in their communications with the inspector. The childminder is a good role model, who puts children's needs and interests first and is approachable and friendly. The childminder and her co-childminder work well together to effectively support children's learning and development. Children's behaviour is good and their actions show they are aware of the setting's rules and behavioural boundaries. For example, children take their shoes off when they come into the childminder's home and place them into the shoes box. They are clear about the expectation to take turns, share and help tidy away before going to collect older children from school. There is a wide

range of resources, which are labelled and easily accessible. The childminder respects children, helping them to carry out tasks and learn for themselves.

Children are developing a good understanding of the importance of living a healthy lifestyle. They eat healthy snacks, such as, fruit, vegetables and bread sticks and fresh drinking water is readily available at all times. Children are offered choices; they are able to develop the skills and abilities necessary for effective learning, autonomy and positive self-esteem. For example, at snack time the children choose a piece of fruit from the fruit bowl. They eat it by themselves, showing advanced self-help and independence skills as they, for instance, turn the apple round and round to eat it or break the orange into segments. Children are developing a good understanding of health and safety through their daily routines. The premises are clean and safe and the childminder takes good steps to minimise the risk of cross-infection. For example, children know to wash their hands before snack time when they come in from school. Children develop an understanding of keeping themselves safe in an emergency, as they practise fire evacuation drills. They demonstrate a knowledge of how to act and where to stand in an emergency situation.

Children look at various cultural festivals, which help them to learn about diversity. Children's individual needs are respected and all children have equal opportunities to use the resources and activities provided. They learn about the wider world through discussion, activities and resources. They spend time in the local community and visit soft play, playgroups, parks and other local venues each day. This helps to develop children's confidence, independence and social skills outside of the childminder's home. The childminder shares books with children about nursery or school to prepare them for the next stage in their learning. She ensures that children accompany her on the school run so that they become familiar with the new setting and the teachers.

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

The childminder has a thorough understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Children are kept safe, as there is an up-to-date safeguarding policy and the childminder is aware of the procedure she must follow if she has any concerns about a child. For example, through attendance at training she is confident in her ability to recognise the possible indicators of abuse or neglect and knows the correct procedure to follow to keep children safe. The childminder holds a current paediatric first-aid certificate. This provides her with the knowledge and skills required to effectively administer first aid, as well as meet the requirements of registration. The childminder has a good awareness of how to promote children's safety and carries out both visual and written risk assessments to ensure children can play and explore confidently in a safe and suitable environment. For example, there is a safety gate on the stairs and the main entrance doors are kept locked. A good range of policies, procedures and records which underpin the children's care are in place. Policies are informative and are shared with parents on admission or are available for

them by secure electronic means so that they understand how the setting operates.

The childminder demonstrates a well-organised approach to her role. She clearly understands how to successfully support children's learning and development. Systems for monitoring children's achievements and supporting the next steps in their learning are effective and she evaluates her planning to make sure activities promote all areas of learning and meet children's needs. The childminder also demonstrates commitment to continually improving her provision and ensuring that it meets the needs of the children and their families. She clearly identifies her strengths and areas to improve. She demonstrates a clear awareness about this process being ongoing and the need to ensure that her knowledge of childcare is kept up to date. The childminder regularly reviews her practice through self-evaluation, which includes the views of parents and children. She has acted on the recommendation raised at the last inspection by making the fire blanket easily accessible to ensure children's safety in the case of an emergency. Since the last inspection she has enhanced her provision with the addition of a dedicated playroom and has added a wash hand basin in the cloakroom. She strives to improve her practice by considering her training needs. For example, she has completed the local authority's quality improvement programme, holds a food hygiene certificate and has booked onto an advanced safeguarding children course.

Information for parents is readily available, which includes copies of the school's newsletters, weekly menus and information which signpost parents to activities in the neighbourhood. This helps to ensure parents are well-informed about up and coming events. Positive feedbacks from parents demonstrate their high regard for the childminder and the service she offers, with comments like; 'a very happy setting, so much for them to do,' 'it's so much more than just a business, it's what they provide for the children'. Children and their families clearly benefit from the friendly relationships that exist between the childminder and parents. The childminder has developed good links with the local schools, which enables the childminder to meet children's individual needs and maximise their learning.

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	EY405803
Local authority	Barnsley
Inspection number	850696
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	14
Name of provider	
Date of previous inspection	01/07/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

