

Inspection date

Previous inspection date

01/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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 | 3 |

The quality and standards of the early years provision

This provision requires improvement

- The childminder develops positive relationships with parents through effective settling-in procedures and ongoing daily discussions about children's care and development. As a result, this promotes continuity of care and learning for children.
- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.
- The childminder talks to children, describing what she and they are doing during play; this helps them to think about cause and effect during activities. This means that their thinking is extended and they are appropriately challenged.

It is not yet good because

- The childminder has failed to ensure she holds a current paediatric first aid certificate. This compromises children's safety and well-being in the event of an accident.
- Children do not routinely have opportunities to play with natural and open-ended resources so that they can explore imaginatively and discover interesting textures.
- The system for self-evaluation is not fully developed, in order to show how strengths and weaknesses are identified and inform a clear improvement plan to support children's achievements over time.

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 viewed the areas of the premises and garden used for childminding.
- The inspector observed activities taking place in the lounge.
- The inspector reviewed written comments provided by parents and took account of the views of parents spoken to on the day.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector undertook a joint observation with the childminder.

Inspector

Catherine Mather

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged three years in the Hoyland area of Barnsley. The whole of the ground floor is used for childminding. There is an enclosed rear garden for outdoor play. The childminder holds a BA (Hons) Degree in Early Childhood Studies. The childminder attends a toddler group and activities at the local children's centre and she visits the shops and park on a regular basis. She collects children from school. There are currently eight children on roll, four 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 for family holidays.

What the setting needs to do to improve further

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

- ensure local authority approved paediatric first aid training is sought and a current first aid certificate is maintained at all times.

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

- enhance opportunities for younger children to find out about and discover the world around them by providing a range of everyday items and natural materials, such as pine cones, sea shells, ribbons, brushes, jar lids or cotton reels
- implement a more focussed approach to evaluation of practice to monitor, analyse and assess strengths and weaknesses, in order to drive improvement to support children's achievements over time.

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 the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She uses this knowledge and appropriate guidance documents to observe, plan and effectively track children's learning needs. The childminder interacts well with children to teach them skills, which promote their overall development. For example, as they play snakes and ladders the childminder encourages them to count how many places they need to move along. Consequently, they begin to show an interest in representing numbers as they play, which

supports their mathematical development. The quality of teaching is good because the childminder promotes learning through an effective balance of child-initiated and adult-led activities. Active learning takes place because the childminder models language, she provides narratives about what she is doing and uses open-ended questions which enable children to use their thinking skills. The childminder understands how children learn and provides them with age-appropriate resources, which she rotates on a regular basis depending on their current interests and her planned activities. However the range of resources available do not routinely include natural and open-ended resources which children can use, move and explore in a variety of ways. This means that for younger children, the opportunities to play and explore imaginatively are less well promoted.

Children are confident communicators and readily express themselves. The childminder provides plenty of encouragement and involves them in conversation to help foster their language development. As a result, children develop their communication and thinking skills. For example, as children play they talk about what they are doing and ask the childminder to help them with a pirate ship jigsaw. She takes this opportunity to sensitively question them about the different pieces and asks them to look for the treasure chest and other items. This helps to develop children's concentration, as they are gaining a range of skills to support their future learning, for example, when they move on to school.

Children's learning and development is enhanced in the childminder's care and in their own homes. This is as a result of good working partnerships between parents and the childminder. For example, she talks to parents daily and provides them with verbal updates about the activities the children have taken part in and the learning that has taken place. In addition, the childminder also sends parents information via emails. Parents are provided with a copy of the 'progress check at age two' and are asked to contribute to this by adding comments about their children's progress.

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

Children form secure attachments with the childminder because she is caring and receptive to their needs. This means that they are confident, settled and keen to explore and learn. Gradual settling-in sessions mean that the childminder is able to talk to parents and find out about children's individual care needs and routines. This promotes smooth transitions between home into the provision and ensures children quickly settle. Children enjoy the company of the childminder and her involvement in their play, as she gets down to their level to encourage them to be involved with the toys and resources provided. Children behave well because the childminder is calm, caring and consistent in her approach and children understand the 'house rules'. She is a good role model and children use good manners to say 'please' and 'thank you'. Children's safety is given priority as the childminder ensures her premises are secure. Daily checks of the premises ensure children play in a safe and clean home. In regard to children's personal safety the childminder uses timely reminders to help them to understand why they need to tidy away toys, in order to remove trip hazards.

Opportunities for children to develop their understanding of a healthy lifestyle and the

importance of fresh air and exercise are promoted well as children walk to and from school and regularly visit the local park. As a result, this further enhances children's physical and social experiences and they learn to take manageable risks as they use large play equipment. Younger children regularly visit the nursery when collecting older children, which effectively supports their move into school. Parents provide a packed lunch for children. However, the childminder also provides healthy snacks and nutritious meals. This encourages children to make good food choices from an early age. As a result, they learn about positive practices that contribute to a healthy lifestyle. This is reinforced through appropriate hygiene routines, such as washing hands before eating. Children manage their own personal care needs relative to their ages and show good levels of independence.

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

Overall, the safeguarding of children requires improvement. This is because the childminder has allowed her first aid certificate to lapse. This means that she does not have the most up-to-date knowledge and understanding about how to deal with accidents and injuries, so that children's welfare is always fully protected. This is a failure to meet the legal requirements of the Early Years Foundation Stage and both parts of the Childcare Register. However, the childminder has taken action to address this issue in order to minimise the impact on the children in her care. For example, she has contacted the local authority to secure a place on the next available first aid training course.

Other legally required documentation is in place; this includes parental permissions and a daily record of attendance. There is a clearly written safeguarding policy, which includes the use of mobile phones and cameras. This means that children's welfare is promoted well. The childminder has considered risks in both the indoor and outdoor environments, she identifies any potential hazards as they are found and effectively takes action to remove them. Policies and procedures are suitable in ensuring the efficient and safe management of the provision. The childminder uses some informal systems for evaluating her practice, such as sharing ideas with other childminders, in order to keep up to date with new initiatives and changes. Partnerships with parents are good, and they have opportunities on a daily basis to talk to the childminder about their children's progress. The childminder uses face-to-face exchanges to obtain parents' views and to discuss children's individual development needs and ongoing progress. The process of self-evaluation is still in its infancy. The childminder has started to reflect on her provision and to consider areas for improvement. However, reflective practice is not yet rigorous enough to identify weaknesses in teaching and learning. In addition, the views of parents and children are not taken into account as a way of helping the childminder identify how further improvements can be made.

The childminder understands the importance of working in partnership with other settings involved in children's learning. She finds out what children are doing in nursery and schools so that she can complement this to promote continuity in their learning. In addition, the childminder has developed suitable relationships with the local authority and

understands the local support mechanisms if children need extra support to meet their individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure local authority approved paediatric first aid training is sought and a current first aid certificate is maintained at all times (compulsory part of the Childcare Register)
- ensure local authority approved paediatric first aid training is sought and a current first aid certificate is maintained at all times (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 | 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 | EY424904 |
| Local authority | Barnsley |
| Inspection number | 899548 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 8 |
| Number of children on roll | 8 |
| 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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