

Inspection date

Previous inspection date

21/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not hold adequate insurance for her vehicle in which she transports children in her care. This does not safeguard or support children's future health needs in the event of an accident.
- The childminder was unable to present records to show her vehicle is roadworthy or a record of suitability for adults working with children to further safeguard children.
- The use of the outdoor learning environment is not maximised to its full potential to promote children's physical skills and do things in different ways and on different scale than they do indoors.

It has the following strengths

- Children are interested in the activities provided and challenged well by effective teaching. As a result, they make good progress in their learning from their starting points.
- Parents are kept well informed about their children's progress and are provided information about how they can extend children's learning at home. As a result, children continue to make good progress.

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 looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed her plans for improvement.
- The inspector took account of the views of parents and held discussions with children and childminder.

Inspector

June Rice

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged eight and two years in a house in Jump, near Barnsley. The whole of the ground floor of the property and the rear garden are used for childminding. The family has a dog as a pet. 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 and pre-schools. There are currently nine children on roll, of which five are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6am to 6pm, Monday to Friday, except family holidays. She works with an assistant and she is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure vehicles in which children are being transported and the driver of those vehicles, are adequately insured.
- ensure all required records, including those for vehicles and assistants, are easily accessible and available for inspection to those who have a right or professional need to see them.

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

- develop the use of the outdoor environment. For example, provide opportunities for children to do physical activities and things in different ways, on different scales than they do indoors, for example, to explore the seasons and use their senses.

Inspection judgements

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

The childminder has developed sound working partnerships with parents who contribute to their children's initial assessments. She encourages parents to inform her about what their children are achieving at home and she includes the information they share in their development record. The childminder ensures parents are provided regular opportunities to look at and discuss their children's progress and provides guidance of what they can do at home to support their children's learning. As a result, children continue to make good progress. She uses her assessments of children's progress to effectively identify and plan

their next steps in learning. She provides a good balance of adult-led and child-led activities, well as, resources that consider children's individual interests and learning needs. As a result, children remain interested and motivated to learn and become confident and independent learners.

The childminder demonstrates a good understanding of the characteristics of learning and effective teaching. She knows how to support children's learning through play with the use of open-ended questions. The childminder times her interventions well and provides children time to answer. This illustrates that the childminder knows what they can do and enables her to increase the challenges appropriately. She models 'thinking and doing' out loud and allows children time to try things for themselves. For example, children are learning to use scissors, they resort to kneeling down at the table so they can stop the ends hanging over. The childminder praises their efforts and takes another piece of paper, she demonstrates how to use the scissors and hold the paper. Children copy her and are proud of their achievements. During play the childminder talks about different coloured resources and then asks for their help to name them. Children are eager to respond and are given lots of praise for helping.

The childminder encourages children to recall the stories they read as they re-enact them during role play. As a result, children are developing their confidence and extending their skills in personal, social and emotional development, literacy, communication and language. The childminder organises trips out, for example, to the fire station, so the children learn about the community and wider world. She talks to other early years providers who share the care and learning of children, this helps her link in with what they are working on, for continuation of learning.

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

The childminder teaches children how to be healthy. For example, she teaches them about good hygiene practice, provides them opportunities to create their own healthy snacks and meals and encourages them to join in some physical activity. For example, they help to blend their own choices of fruit and vegetables to make a healthy drink. As a result, they learn to eat and drink healthily and gain an understanding that exercise is good for their bodies. The childminder makes good use of her indoor environment to supports children's development. However, she does not maximise the use of her outdoor environment as does not currently use the garden as undergoing renovation. As a result, children have fewer learning experiences outdoors, such as, physical activities and the opportunity to do things in different ways and on a different scale than they do indoors, for example, to explore the seasons and use their senses.

Children learn to manage risks and keep themselves safe through their daily routine and activities. For example, they visit the local fire station and regularly practice emergency evacuation, learn how to negotiate stairs safely and how to use tools correctly. This helps children behave in ways that are safe for themselves and others. However, the childminder is unable to show that children are suitably protected when on outings in the car and their feeling of being safe is inappropriate. She has high expectations for good

behaviour and uses the same traffic light system used in local schools to encourage positive behaviour and to provide consistency. She works closely with parents and provides opportunities for children to socialise and cooperate with others. For example, they regularly attend local groups where they learn to share and take turns with other children. As a result, they are well behaved and learn to work together. This helps to prepare children for their next learning environment, such as, school.

The childminder has developed good ways of working closely with parents. For example, her procedures for settling children during their transition from home to her setting, provides time for parents to develop a good relationship and enables children time to bond with their new carer. She ensures that parents share detailed information about children's individual care needs and their home routines. Consequently, the onward transition from home into the provision is well managed. As a result, children settle quickly. They have built a warm and trusting relationship with the childminder. They seek her out for reassurance and are very comfortable in their environment. This shows children feel secure.

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

The inspection was prioritised following concerns that the childminder was unable to present insurance documents when requested by Ofsted. At the inspection the childminder was still unable to present records that the car she has been using is roadworthy with adequate insurance for her business use. This does not safeguard or support children's future health needs in the event of an accident and their feeling of safety is misplaced. Additionally, she was unable to present a record of suitability for other adults working with children. As a result, legal requirements for the Statutory framework for the Early Years Foundation Stage are not met. The childminder demonstrates a clear understanding of other areas of child protection and she is reasonably confident in the procedures she needs to implement in order to protect children. She has assessed the environment to ensure that any possible hazards are removed and she ensures that children are protected from people who are not vetted. For example, visitors are never left alone with children and the home is secure. This ensures children are kept safe. The childminder understands that suitable checks must be completed for persons living on the premises.

The childminder has basically evaluated the quality of her provision and its impact on children's care and learning, she shows a willingness to meet requirements. As a result, some improvements have been made. For example, after considering parents comments she redesigned the system used to assess and record children's progress. Consequently, parents have stated that they find the record much easier to understand. The childminder works with an assistant and has recently introduced supervision meetings and is completing an appraisal. Training needs have been identified and they are doing a level 2 qualification and want to do behaviour management showing a wish to improve their professional development.

Parents responses are complementary about the care and education provided and they

feel involved in their children's learning. The childminder has developed sound partnerships with other settings children attend. As a result, they share relevant information about children's progress and the skills they are working on. Consequently, she plans activities that complement what they are learning elsewhere and children's learning is extended. The childminder is aware of her responsibility to complete a progress check at age two, and the need to work closely with other professionals 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	EY442323
Local authority	Barnsley
Inspection number	956312
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
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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