

Inspection date

Previous inspection date

03/07/2014

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	4
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 assess children's development and the next steps in their learning are not identified. This means she does not have a thorough knowledge of each child's stage of development and cannot promote their good progress effectively.
- The childminder does not plan purposeful educational programmes that take into account children's skills and provide them with appropriate challenges. As a result, their good progress towards the early learning goals is not achieved.
- The childminder attends playgroups everyday and spends little time in the setting. This means child-led play and adult-led learning is not balanced and children do not benefit from learning experiences that are tailored to their individual learning needs.
- The childminder does not make the most of resources to provide good-quality learning experiences that motivate children and promote their welfare. This means their overall well-being is not promoted.
- The childminder does not take action to improve weaknesses in practice. As a result, the quality of teaching is poor and there is no drive to improve the provision for the children who attend.

It has the following strengths

- The childminder understands how to keep children who may be at risk of harm or abuse safe and has clear procedures in place for reporting concerns about children and adults.

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 main playroom and outside.
- The inspector conducted a joint observation with the childminder.
- The inspector discussed practice with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and discussed planning.
- The inspector checked evidence of the childminder's suitability and qualifications.
- The inspector took account of the views of parents from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

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 husband, one adult child, and two children aged 14 and 12 years in a house in the Darfield area of Barnsley. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, a rabbit and a parrot as pets. The childminder attends playgroups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 12 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- observe children and accurately assess their progress in order to develop a thorough understanding of each child's level of achievement, interests and learning styles
- consider the individual needs, interests and stage of development of each child and use the information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development
- complete the required progress check for children between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas. Ensure the progress check identifies children's strengths, and any areas where their progress is less than expected
- ensure that there is a balance of child-led play and adult-led learning and that children enjoy activities that are specifically tailored to meet their individual learning needs, for example, by reducing the time spent at organised group activities outside the home and making better use of resources to promote children's welfare.

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

- reflect on the quality of the provision, taking account of the views of parents, children and other professionals to identify the strengths and weaknesses of the provision, and take well-targeted action to drive ongoing and consistent improvement.

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

The childminder has little regard for the learning and development requirements. Information about children's starting points is not obtained from parents for all children when they enter her care. This means she does not have a sound knowledge of children's achievement when they enter the setting. As a result, she cannot plan educational programmes that take into account the skills they have already attained and target their individual learning needs from the outset. Children who are underachieving in communication and language, for example, are not well supported. They take part in conversations during their play and attend story and singing sessions at playgroups each day. However, the childminder does not assess their progress, and she does not know what stage they are at in their learning. As a result, they are not making suitable progress

towards the early learning goals for communication and language, and are not well prepared for their next stage in learning.

There are no systems in place for observing or assessing children's progress. This means the childminder has an insufficient understanding of their levels of development. As a result, she does not plan purposeful activities that take into account children's stage of development, so activities do not offer them sufficient challenge. There is very little adult-led learning and during child-led play, the childminder rarely uses strategies, such as discussion or questioning, to support children to share their ideas. For example, while children are involved in a craft activity there is no discussion about what they are creating. In addition to this, the childminder does not make the best use of her resources to promote children's learning in the home environment. She attends playgroups every day and children spend very little time in the childminder's home. This means the majority of their learning is a consequence of the activities they enjoy at groups, rather than from any focused teaching by the childminder. Despite this, children are learning to count through everyday discussions. They also enjoy sharing books and this to some extent supports their developing interest in literacy.

There are currently no systems for assessing the impact of activities on children's learning. Recommendations from the local authority advisor to develop the process for observing children's progress and recording their next steps in their development, have not been addressed. This means the childminder cannot be sure whether the activities she provides support children's progress. Nevertheless, the childminder shares information about activities children have enjoyed through daily discussions with parents. This means they can continue these enjoyable experiences at home. Sometimes parents share information about children's achievements at home. However, the childminder does not use the information to inform her planning, so she does not set next steps in learning for children or plan how she can support their continuing progress. The childminder is not aware of her responsibility for completing the required progress check for children between the ages of two and three years. As a result, not enough information about children's progress is known in order to seek early intervention services, if children are not meeting the expected milestones for their age. As a result of the poor-quality teaching, children do not make good progress in their learning.

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

Children enjoy time in the fresh air most days during walks to school and trips to local parks. This promotes their physical development by providing them with large spaces to play and they can test their skills using large equipment. On occasions, they also have access to the childminder's garden where resources include sand and water play, a paddling pool and equipment for developing physical skills, such as hoops, ride-on toys and space hoppers. However, the space is not used well because children spend very little time in the childminder's home. This means that they do not benefit from the range of resources available and their well-being is not fully promoted. Nevertheless, they are provided with a range of healthy snacks and drinks. This to some extent helps them to understand how making healthy choices contributes to their general health and well-being. They develop some self-care skills as they learn to dress themselves, wash their hands

and become independent in using the toilet. As a result, they can mostly take care of their own personal care needs when they move on to school.

Children take part in trips off the premises and this extends their learning into the wider, natural environment. They feed ducks in the park and sometimes collect leaves and flowers to make collages. Children are taught how to risk assess and identify hazards, for themselves. For example, the childminder teaches them to observe safety rules near water and they learn how to safely cross the road. As a result, they learn some strategies to keep themselves safe. The childminder teaches children to help each other, play cooperatively and to resolve disputes. Simple, age-appropriate explanations help them to understand the needs of others. Consequently, they develop secure peer relationships. The childminder also takes them to playgroups where they build peer relationships in bigger social groups. This helps to prepare them for the larger social environment they will experience in school. Children receive clear and consistent messages about unwanted behaviour. This promotes their developing understanding of right and wrong and children's behaviour in the setting is generally good.

Secure partnerships with parents ensure information about children's care routines is shared and this means care routines generally reflect those they enjoy at home. Parents appreciate the service the childminder provides comment that she has a good sense of humour and is approachable. Children are settled and confident as they choose from the resources available to them. The childminder understands their need for additional emotional support during changes in their lives and works with parents to ensure children's emotional well-being is maintained during times of change. For example, when children move house. They enjoy short settling-in sessions with their parents when they enter her care and this provides an opportunity for them to get to know the childminder and to become familiar with her home. Children receive suitable levels of support to get them ready for the move to the local nursery school and this means they are generally emotionally prepared. Daily routines, such as sitting together at snack time, reflect those they will experience in school. The childminder takes children with her to collect older children from school and this helps them to understand school routines. They are introduced to the teachers so when the time comes for them to move on to the next stage in their learning they are welcomed by a familiar adult.

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

The childminder has little regard for the learning and development requirements. She spends very little time with the children in her home environment and relies on the playgroups she attends each day to provide children with learning experiences. These are not tailored to meet children's individual learning needs and as a result, children are not supported in making good progress in their development. She understands that there are weaknesses in her practice but she has not taken action to improve the educational programmes and the standard of teaching is poor. The childminder does not assess children's progress, which means she is not able to share accurate information about children's learning. As a result, when they move on to the local nursery school, continuity in their learning is not supported.

The childminder shows insufficient commitment to improving her practice. She has not taken suitable action to address all weakness identified by the local authority childcare development team. As a result, areas for improvement, such as developing an effective system for observing and assessing children's progress, have not been addressed. This means she has made little progress in improving her provision during the time she has been registered to provide childcare.

Despite the weaknesses in other areas of her practice, the childminder demonstrates that she can generally keep children safe from harm. She completes risk assessments of the premises and the places children visit. She checks the premises each day to ensure the environment is suitably maintained and safe for children to use. She has completed child protection training to develop her knowledge of safeguarding issues and demonstrates a suitable understanding of how to keep children safe. She is knowledgeable about the procedures to follow should she have concerns about a child's safety or well-being. The childminder holds a current first-aid certificate, which means that she can give appropriate treatment if there is an accident to a child in her care. Children's attendance, including when they arrive and leave, is recorded accurately. This shows that ratios are maintained at all times. Accidents and medications administered to children are documented in line with the legal requirements. Policies and procedures are shared with parents. This means parents understand the service on offer to them and are aware of the procedures in place to keep their children safe.

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	EY448102
Local authority	Barnsley
Inspection number	896198
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
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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