

Inspection date

28/07/2014

Previous inspection date

02/04/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children flourish and make excellent progress in all areas of learning and development because the childminder has an outstanding knowledge of how children learn. She embraces their interests and takes advantage of spontaneous opportunities to inspire and motivate them and maximise their learning.
- Children's needs are exceptionally well met through highly effective partnerships between the childminder, parents and other professionals. As a result, there is a very successful shared approach towards children's learning, development and welfare that ensures children are very well prepared for the next stage in their learning.
- Children embrace each other's differences and consequently build strong peer relationships because the childminder passionately challenges stereotyping and fully promotes children's understanding that everyone is unique.
- Children are emotionally very secure and self-assured in the childminder's care. They investigate confidently, freely accessing interesting resources. The very well presented environment enables them to initiate their own learning, make decisions and become active learners.
- Utmost priority is given to protecting children. The childminder has an outstanding knowledge of working together to safeguard children and this means children are exceptionally well protected at all times.

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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector spoke to the childminder's assistants during the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and assistants working with children, the childminder's self-evaluation form and her improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the childminder's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Cundy Cross area of Barnsley. She is registered to work with two assistants. The whole of the ground floor and the rear garden are used for childminding. The childminder has a dog and a cat as pets. The childminder attends a toddler group 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 preschools. There are currently 17 children on roll. Of these, 12 are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 7.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- maximise opportunities to build on older children's already very good literacy skills by reading information together, for example, instructions on seed packets.

Inspection judgements

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

Children flourish and are stimulated to learn in this very welcoming and child-focused environment. The childminder has a comprehensive knowledge of the Early Years Foundation Stage and she has a superb understanding of how children learn. She embraces learning at every opportunity and as a result, children are exceptionally well supported in their learning. Observation, planning and assessments are meticulous. The childminder records children's starting points and gathers detailed information from parents when children enter her care. She completes regular evaluations to ensure planned learning and play opportunities are based on children's individual learning and development needs. Ongoing observations are used very effectively to plan activities that focus on children's ideas and interests, such as a trip to observe wildlife at the local nature reserve. The childminder completes learning records that give an accurate summary of children's progress over time. She regularly shares children's development records with parents and they are encouraged to add their comments. The childminder also shares information about how they can support children's learning at home. For example, she provides parents with information about the activities that are planned for their children. The childminder also works closely with other professionals to develop a shared approach to children's learning. This has a very positive impact on the progress children make. Consequently, all children are very well prepared for their next steps in learning, which is usually school.

Resources are very well presented in a clean and safe environment, which enables children to make independent choices and initiate their own learning. The childminder enhances their learning by taking advantage of spontaneous learning opportunities to capture their interest and maximise their progress. For example, they observe construction vehicles that are digging up the road and then bring their experience into their play with the sand. As a result, all children explore and investigate outdoors with enthusiasm, which promotes their enjoyment of outdoor teaching and helps them to develop new skills. They develop their understanding of mathematical concepts during daily walks to school where the childminder encourages them to count and recognise numbers in the environment. Children develop early writing skills using a range of resources, such as large chalks for drawing on the walls and floor outside, and soil and sand for making patterns. Words are displayed throughout the environment and the childminder helps children to identify letters and sounds. Occasionally, opportunities to further enhance older children's very good early literacy skills are not fully exploited. For example, the childminder misses the chance to maximise their learning by reading the instructions on a seed packet with them. Nevertheless, they are making superb progress. Children who are learning English as an additional language are very well supported because the childminder uses everyday routines and planned activities to promote their understanding of spoken and written language.

During play activities, the childminder perceptively observes and listens to children and she uses skilful questioning to help them share their knowledge and ideas. Lots of praise is given for their achievements and answers, enhancing their concentration, enthusiasm and self-esteem. For example, she promotes their understanding of a planned activity by asking them to explain the instructions to her. She extends this by encouraging them to talk about their own experiences, such as gardening with their parents. When children's focus shifts she supports their play and encourages investigation and exploration while nurturing the development of their critical thinking and problem solving skills. For example, she promotes discussion about the snails and worms they find in the soil and encourages them to think about what materials they might need to build a bug house.

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

Children are emotionally secure and happy and in the childminder's care because they are respected and treated equally. She passionately challenges stereotyping and encourages children to believe that all people are valued and unique. As a result, they accept each other's differences and are building strong peer relationships. The childminder is the key person for each child and this helps them to form extremely secure attachments, although the assistants also have a very clear overview of all children's care needs and stages of development. Settling-in visits for children ensure that they become familiar with the setting and give the childminder time to find out about children's interests and routines. Information is exchanged with parents about children's individual care needs to ensure that these are effectively met and that care is consistent. The childminder ensures children enjoy individual attention and relaxing routines through the day, if they need to rest or sleep. As a result, children are very settled and emotionally secure. Partnerships with parents, carers and outside agencies are excellent. The childminder is proactive in ensuring they are fully involved in the care and well-being offered to children and parents

comment that the support she gives them as a family is one of her strengths.

Children's behaviour is excellent. This is because they are supported well to understand how to manage their own behaviour and are constantly engaged in meaningful and challenging play. Children's work is displayed throughout the setting and they have helped to decorate the bathroom to depict an underwater scene. As a result, they learn to respect and value the environment and develop an awareness of responsibility within the setting. Resources are stored so they are easily accessible and children make independent choices about where they want to play. Children receive clear and consistent explanations about including others in their play and are encouraged to share, take turns and be considerate towards others. They enjoy lots of praise and encouragement from the childminder and her assistants. This helps to boost children's confidence and self-esteem.

Excellent partnerships with outside agencies ensure detailed information is shared with relevant professionals. This means that the most vulnerable children are kept very safe and are exceptionally well protected. They play in a safe and secure environment and are developing an excellent understanding of how to keep themselves safe. For example, they learn how to cross the road safely by listening to the sounds around them as well as using their observational skills to assess hazards. Healthy lifestyles are fully promoted and children develop a thorough knowledge of how a healthy diet and exercise promotes their overall health and well-being. The childminder provides them with healthy snacks and drinks and encourages them to try healthy options at mealtimes. She highlights the importance of physical exercise, such as walks in the woods and regular visits to parks and nature reserves. Daily routines support children in developing their self-care skills. For example, they find their own sun hats and access their own drinks when they are thirsty. Excellent hygiene practices are in place at all times and the childminder makes hand-washing routines fun by singing songs with the children. These well-established routines help children to become independent in self-care routines to prepare them for the move to school.

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

Robust recruitment and vetting procedures are in place for assistants to ensure they are suitable for their role and that they have Disclosure and Barring Service checks in place. Induction includes detailed information about safeguarding and makes sure assistants are aware of their responsibilities. Ongoing suitability is supported through effective mentoring and supervision, which identifies any further training needs, leading to the development of a very knowledgeable team. The childminder and her assistants work exceptionally well together and make a strong team who are caring, enthusiastic and fully committed to caring for children. High priority is given to considered deployment of adults and this ensures that children are well supervised and supported at all times. Thorough risk assessments are in place and cover all aspects of the home, garden and outings undertaken. Completion of regular fire drills and the presence of adults qualified in first aid mean children's well-being is fully promoted. Documents record children's attendance and show that ratios are met at all times. All visitors' identification is checked and the premises are secure, which means there is no unauthorised entry. Procedures are in place to record

any accidents involving children, existing injuries, and medication administered to children. The childminder has an excellent understanding of how to keep children safe. Both the childminder, and her assistants, are aware of who to contact if they have concerns. They have a thorough knowledge of the possible signs and symptoms of abuse and the childminder has a clear understanding of when to report significant events, including notifying changes to Ofsted. A robust safeguarding policy is in place that includes the use of cameras and mobile phones in the setting. This is shared with parents so that they understand the procedures in place to keep their children safe.

The childminder manages and leads her provision successfully with high priority given to promoting quality in all aspects of her practice. Discussions demonstrate that the childminder is fully committed to making sure children are protected, happy and fully supported in making rapid progress in their learning. She has worked hard with her assistants to develop robust self-evaluation that accurately identifies strengths and areas for improvement. The views of parents and children are sought and acted upon. This means that the childminder has a clear action plan that reflects the views of individuals who use her service. The childminder is highly motivated to improve her skills and she completes training to enhance her knowledge. For example, she uses the support provided through her local authority and accesses professional support through the local children's centre to develop her knowledge in more specialist areas. She cascades information from training to her assistants to further enhance their good-quality teaching skills. She employs very effective methods for monitoring the quality of teaching and scrutinises the effectiveness of the educational programmes to ensure children make excellent progress. This enables the childminder to successfully monitor the development of each child and ensure any gaps in children's learning are quickly identified and addressed.

Children's needs are outstandingly well met through highly effective partnerships with parents and outside agencies. The childminder shares information in various ways including through daily discussions, newsletters and an internet programme, which tracks children's learning and development and sends out regular updates to parents. Transitions into the childminder's care, and for the eventual move to school, are planned well to support children's emotional well-being. For example, children enjoy a number of settling-in visits to the childminder's home. The childminder visits school with the children and shares information about children's progress and care with teachers to promote a smooth transition period for children. Parents speak very positively about the childminder and comment, 'she makes learning fun so children want to learn', parents 'trust her immensely', and they know their children 'are in safe hands'. Children also show their appreciation by making cards and writing short thank you letters.

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 | EY373786 |
| Local authority | Barnsley |
| Inspection number | 858210 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 17 |
| Name of provider | |
| Date of previous inspection | 02/04/2012 |
| 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

