

## Inspection date

Previous inspection date

13/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

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

2

## The quality and standards of the early years provision

### This provision is good

- The childminder provides children with a good range of challenging experiences based on their current interests and provides effective development opportunities, which promote all areas of learning. Therefore, teaching is strong and children make good progress.
- Young children develop attachments with the childminder and they are given regular comfort and cuddles when needed. As a result, children are happy, confident and sociable in the setting.
- The childminder has established links with the local school to ensure continuity of care and learning for all children.
- The childminder keeps children protected from harm because she has a good knowledge of procedures to follow should she be concerned about a child.

### It is not yet outstanding because

- There are fewer opportunities for older children to learn about helping the environment, for example, by recycling.
- There are fewer opportunities for children to see positive images of race, gender, disability or religion within the setting. As a result, children are less likely to understand and accept differences within the community.

## 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 playrooms and the outdoor area.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
- The inspector spoke to the children during free play.
- The inspector checked the suitability and qualifications of the childminder.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, in a house in Barnsley. The whole house and garden are used for childminding purposes. The house is over three floors with the entrance on the main street. The childminder drops off and collects children from the local schools. There are currently nine children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7.30am until 5.30pm, 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:

- enhance children's understanding of how to care for the environment, for example, by providing children with opportunities to explore recycling activities
- provide children with resources that reflect positive images of a wider world, therefore, enhance their understanding of diversity, such as, dolls, books, play figures and dressing-up clothes.

## Inspection judgements

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

The quality of teaching is strong and this results in children making good progress in their learning and development. The childminder has an extremely good knowledge and understanding of the seven areas of learning and fully supports all children's development. Successful monitoring of the educational programmes ensures that all aspects are included effectively. Planning is well-thought-out and meets children's individual needs well. Individual learning files are in place for all children and these include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder works carefully with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up to date about their child's progress. Assessment is used effectively to plan for their next steps in learning and as a result, the childminder includes appropriate activities, experiences and challenges for the children.

Children confidently explore the environment, knowing that the childminder is close by and they readily seek out these familiar adults to share play experiences. The childminder is actively engaged in children's play and responds well to their interests. She supports

children's language and communication skills well. The childminder responds well to babies and their gestures and mimics talking on the telephone during role play with the children. She introduces single words and repeats words after them, so that children hear the word pronounced correctly. The childminder skilfully asks children questions, which helps them to think and find out things for themselves. For example, she uses simple questions, such as 'Which one could it be?' and 'What do you think?' to promote children's thinking and problem solving skills. This gives them confidence to say what they think and apply their own ideas to extend their play.

The childminder promotes equal opportunities and diversity by planning activities that help children learn about different festivals around the world. Although, her provision of resources is good overall, she provides fewer resources that further develop children's knowledge of diversity. This reduces opportunities for children to learn about the differences between themselves and others during their everyday play. When playing outside, children develop their physical skills using the good range of resources available to them. The outdoor space provides good learning opportunities for children. Older children are good role models to the younger children and help them in their play. For example, when playing with water, the older children use the tap to allow the water to come out as the younger ones collect it to use. Children are learning about the world and environment we live in. They are becoming more aware about helping the environment. However, there is scope to enhance this further, for example, by providing opportunities for children to take part in recycling activities. The childminder congratulates children on their achievements, models and creations during creative play.

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

Children are settled and at ease in the childminder's care. This is because she has a calm approach and interacts well with them. She knows their individual needs very well. Children show their attachment to the childminder by indicating they want her to join in with their play. She responds to their wishes and engages with them with enthusiasm. Children behave well and the childminder reminds them of the house rules on the rare occasions where they behave inappropriately. This gives children clear guidance and helps them to understand what is expected from them. The childminder meets children's individual needs well. The childminder works closely with parents to effectively support children. She follows their individual routines and care needs to ensure they experience continuity. The childminder has also spent time with the children's family in her home, so she can get to know the entire family well. This helps children to move between home and the childminder's care with little disruption or disturbance.

Children have a balanced and varied diet, including fresh fruit and vegetables. Fresh drinking water is available, to prevent children from becoming dehydrated. The childminder follows good health and hygiene practices. Children are encouraged to wash their hands before eating and after using the toilet. This minimises the possibility of cross-infection and encourages children's independence and self-care skills. The childminder promotes an active lifestyle, encouraging children to be outdoors. They have daily opportunities to play in the garden and they are taken on outings to the local playground. Children are very confident in expressing their needs and play ideas. They build good

relationships with their friends and they work together well to create their play.

The childminder is skilled in developing children's independence and learning during all play and daily routines. Various trips out of the childminder's home provides opportunities for her to speak to the children about road safety and how to behave near the roads. Children comply fully with expectations and learn to keep themselves safe in an emergency through practising the emergency escape plans. Becoming increasingly safety aware, making friends and learning self-care skills, means that children gain essential skills and attitudes to support their future move to other settings or to school.

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

Children's welfare is promoted well because safeguarding regulations and duties are correctly met. The childminder has a good knowledge and understanding of her safeguarding policies and procedures. She is fully aware of her responsibility in this respect. The childminder knows how to report and record concerns and has attended relevant training. Children are protected in the event of an accident because she has a current paediatric first-aid certificate. They play in a secure, safe environment where the childminder completes safety checks and regularly review risk assessments to promote their welfare. The childminder is organised and completes all the necessary paperwork, such as children's information and a record of their attendance. Her policies and procedures are shared with parents, so they are aware of her responsibilities.

Partnerships with parents are well established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions to nursery or school. Parents are able to share information about their children with the childminder, for example, as they discuss children's progress when dropping off and collecting them. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has established links with local agencies and some schools to support all children to ensure continuity of care and learning for all children.

The childminder monitors children's progress well and she has a very good awareness of their abilities and skills. The well-thought-out planning helps her to ensure that she covers each area of learning with adult-led activities and resources are used well to support children's learning in a way that acknowledges that all children develop at their own pace. The childminder demonstrates a good understanding towards monitoring and evaluating her service. For example, she values and uses the support and advice provided by the local authority coordinator and other childminders to ensure she continues to provide a high standard of practice and a good quality service where children are safe and can learn effectively.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY474281
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	960411
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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