

Inspection date

19/08/2014

Previous inspection date

24/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children engage in a wide range of interesting learning experiences, which the childminder plans effectively to reflect their interests and promote their good progress. She uses good teaching strategies to support their learning.
- Children settle well in the childminder's warm and attentive care. They gain confidence and are well prepared for the next stages in their learning and development.
- Children are effectively safeguarded as the childminder is knowledgeable about child protection procedures.
- Purposeful partnerships enables the childminder to work well with the parents. This makes sure that the childminder is able to meet and understand the different care and educational needs of each child, including those with special educational needs and/or disabilities.

It is not yet outstanding because

- There is room to further enhance the already good systems for involving parents in the initial assessments of children when they first start at the setting, so that the assessments of the progress children make across all areas of learning are more precise, to maximise learning.
- Opportunities for children to develop their early reading and mark making skills in the outdoor play area, are not maximised. This particularly affects those children who learn better outdoors.

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 spoke with the childminder and children during the inspection.
- The inspector took account of the views of parents from written information.
- The inspector considered the self-evaluation and audits completed by the childminder.
- The inspector looked at a sample of policies, documents and procedures.
- The inspector checked evidence of suitability and qualifications of childminder and other household members aged over 16 years.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Barnsley, South Yorkshire. The whole of the ground floor and a bedroom on the first floor of the home are used for childminding. The rear garden is used for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local school. There are eight children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for two-year-old children and supports children with special educational needs and/or disabilities. She operates all year round except for family holidays. The childminder has a foundation degree in early years and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance opportunities for children to further develop their early reading and writing skills, for example, by providing an outdoor play area that is rich in print and has more resources to enable children to practise making marks
- introduce even more successful ways of involving parents in children's initial assessments of what they already know and can do when they first start at the setting.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage and promotes children's learning and development well. She works closely with parents to establish children's individual starting points, interests and preferences. However, this is not always provided in sufficient detail to give the childminder precise information about all areas of their prior learning in depth. This sometimes does not provide a secure base from which to demonstrate children's overall progress. The childminder plans a broad and balanced range of enjoyable learning experiences and children have lots of opportunity to initiate their own play. As a result, children, including those children with special educational needs and/or disabilities, are engaged in purposeful play at all times. Consequently, children make good progress, which prepares them well for the next stage in their learning.

The childminder effectively observes and assesses children's development using both written and photographic evidence of their achievements. She tracks children's progress, which enables her to promptly identify any potential gaps in their learning, and monitor their progress well. The childminder uses this information effectively to identify appropriate next steps in learning and plan activities to successfully promote their future development. Additionally, the childminder completes the progress check for children between the ages of two and three years. This helps her identify any additional needs a child may require to enable them to reach their full potential. Parents are fully involved in this process to ensure continuity of care and learning. Parents' comments about their children's development are taken into consideration when planning activities. Parents are also helped to extend their children's learning at home through suggestions about activities. The childminder, through her enthusiasm and positive attitude towards learning, encourages children to be active learners and explore their environment and the resources. She effectively models the creative thinking process by commenting as she plays with the children, such as 'I have an idea', 'why don't we try' and 'what do you think?' This ignites children's enthusiasm to play and explore and not settle for one outcome to an activity, which enhances their thinking processes. Children develop their fine muscle movements as they thread the wooden fruit onto a string. Furthermore, the childminder encourages children's mathematical development as she helps them to identify the different colours. They also count and sort the fruit into different groups. As children play the childminder introduces number names into their activities. In addition, she helps them recognise shapes in their environment as children play with the different shaped and sized dough cutters. The childminder provides lots of opportunities for children to use one-handed tools, such as scissors and knives to make changes to the dough to help children develop their physical skills.

Children communicate very effectively because the childminder places a strong focus on fostering their communication and language skills. She is skilful in using open-ended questions to extend their emerging vocabulary. She spends a significant amount of time talking with children and adjusts her speech in relation to the age and understanding of individual children. For example, she uses simple sentences linked to actions. As a result, younger children begin to learn the meaning of new words. She encourages children to talk about and recall past experiences using their own words. For example, children enjoy talking about a recent visit to a theme park and the animals that they saw. The childminder also makes books with the children, using photographs and text, to help the children recall activities that they have taken part in. For example, children enjoy looking at how they planted and grew carrots in tubs. Consequently, children have lots of opportunity to learn about the world around them. Children's literacy skills are encouraged effectively. The inside environment is rich in print as labels and signs are displayed. Children also have opportunities to make marks and draw. This successfully supports children to learn about words and that print carries meaning. However, there is scope to develop this in the outdoor environment to further enhance children's early reading and writing skills, especially for those children who learn better outside. The childminder extends children's creative skills effectively. Young children demonstrate early role-play skills as they play with the small world activities. The childminder also provides lots of props, such as puppets and story sacks to successfully engage children in rhymes, songs and stories.

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

The emotional well-being, confidence and self-esteem of children are well promoted because the childminder forms secure relationships, bonds and attachments with the children. They settle well because the childminder gives both parents and children time to become familiar with their new surroundings. The childminder is clear about the importance of developing secure attachments and supporting children's smooth transitions from home. Personalised settling-in visits enable the childminder to talk to parents about children's routines and needs to ensure she understands how to meet them. The childminder also successfully supports children's move on to other settings, such as nursery or school. Children become familiar with the school premises and the teachers when the younger children accompany the childminder to the school assemblies or to collect the older children. Therefore, they become familiar with the environment and the routine. She also talks with the children about major changes in their lives to offer reassurance.

Children have access to a wide range of developmentally appropriate resources, which support all areas of their learning effectively. These are well organised and arranged in clearly labelled boxes, so that the environment is interesting and stimulating. Children make choices about what they want to play with and help the childminder set up resources. Therefore, their independence skills are promoted well. The childminder provides time for younger children to complete tasks, such as putting on their own shoes and they help to tidy resources away. Therefore, they grow in confidence. Many of the resources available to the children reflect positive images of diversity. This helps them learn to respect people's differences and similarities. Children learn to play cooperatively together. The childminder encourages and praises them when they share and take turns. To support the younger children she provides more than one of the same resource to reduce conflict. The childminder helps children understand positive ways in which to behave. She has a calm manner and uses age-appropriate techniques to ensure children develop good skills for the future. Being aware of the boundaries and expectations adds to children's sense of well-being. Children develop good self-esteem and confidence because of the genuine praise and encouragement they receive for their achievements.

The childminder effectively supports children's understanding of how to keep themselves safe and healthy. They learn about good hygiene practices when they wash their hands at significant times of the day. The children confidently talk about the colour of their own towel and how to get rid of the germs. The children enjoy a good range of healthy options at snack and meal times, which helps them grow and thrive. Parents provide a packed lunch for their children, and children's dietary needs are adhered to. Children have access to drinks throughout the day and this makes sure they are hydrated. The children learn about food that is good for them. They are actively involved in planting and growing vegetables. They learn about the importance of watering and caring for the plants to help them grow. This approach, by the childminder, enables the children to begin learning about where foods come from and how they are grown. Children then help prepare and eat their produce. Children enjoy regular opportunities for fresh air and exercise as they play outside, take part in trips and attend local groups within the community. Children learn to take risks while they are closely supervised. For example, they challenge their

bodies as they climb and scrabble over different surfaces. The childminder also helps children learn how to use implements, such as scissors safely. This helps children grow confidence in their own ability and boosts their well-being.

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

The childminder has a good understanding of the requirements of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a secure understanding of the local safeguarding procedures and regularly updates her training in this area. Therefore, children are well protected. The childminder takes positive steps to safeguard children's welfare. All of the required suitability checks are in place for all adults in the household and there are clear procedures for any visitors to her home. A comprehensive range of written policies and procedures are in place to support her practice. She shares and agrees these with parents, which means that they are well informed about the childminder's responsibilities. The childminder promotes children's safety well and risk assesses her home and the outings she takes children on, to help ensure that they are safe at all times.

The childminder regularly reviews the impact of her teaching and learning on the children. She effectively monitors her planning, the delivery of the educational programmes, and children's individual progress. Therefore, any gaps in children's development are quickly identified and interventions are put in place to maximise progress. The childminder has a strong commitment to continually develop her practice to improve the service she offers to children and their families. She keeps up to date with early years issues by attending training and works closely with the local authority. She reflects and continuously evaluates her practice and monitors children's progress. This means that she effectively identifies her strengths, and areas to develop to ensure that children continue to make good progress. Since the last inspection the childminder has attained a foundation degree in early years practice. She has also addressed the recommendation raised at her previous inspection to enhance the planning of the children's activities. Therefore, the childminder shows good capacity to continually improve. The childminder has a keen interest in supporting children with special educational needs and/or disabilities, in particular autism. She has attended a great deal of training in this area to support the needs of all of the children.

The views of children and parents are valued and respected and are used to inform her practice. Parents comment that their children's speech, communication and mark-making skills have improved immensely since attending the setting. Parents comment that the childminder 'goes above and beyond expectations' and that they 'trust her completely'. The childminder establishes strong partnerships with parents as she shares their child's progress with them regularly. In addition, she consults with them about every aspect of their children's care. A daily diary records how children spend their day. Parents also receive daily verbal updates, and access the notice board and the childminder's policies and procedures. The childminder works very well alongside other agencies and the other early years provision that children attend to ensure continuity of care and learning.

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

Unique reference number	EY248554
Local authority	Barnsley
Inspection number	860296
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24/10/2008
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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