

<b>Inspection date</b>	26/08/2014
Previous inspection date	25/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder plans an excellent, varied and stimulating range of activities linked to children's interests and abilities. As part of the excellent teaching strategies he joins children in their play to build on what they already know. This means that children have fun and make rapid progress in their learning.
- The childminder has a relaxed nature and offers a welcoming, homely environment, which helps children to settle quickly and build very secure attachments with him. Consequently, children are happy and feel safe in the childminder's care.
- The childminder's excellent knowledge of the signs of abuse and of his responsibilities to protect children ensures that children in his care are fully safeguarded.
- The childminder has established excellent partnerships with parents and designed innovative and creative ways to promote an exceptional two-way flow of communication. Therefore, all children's needs are extremely well supported.
- The childminder and co-childminder's very effectively reflect on the service that they offer to parents and their children. They are keen to continually develop their service through training, to enhance their provision.

## 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 undertaken by the children, childminder, and his co-childminders.
- The inspector discussed practice with the childminder.
- The inspector sampled documents in relation to children's learning and development, safeguarding and those relating to training, support and skills.
- The inspector took account of the childminder's self-evaluation.
- The inspector checked evidence of suitability and qualifications of childminder and other household members aged over 16 years.
- The inspector considered the written views of parents.

## Inspector

Helene Terry

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children with his wife and mother in-law who are also registered. They all live in a property in Barnsley, South Yorkshire. The childminding service is provided from an annexe building within the grounds of the family home. There is a fully enclosed garden and paddock for outside play. The family have five dogs. They do not have contact with the children. In addition, they have peacocks, a budgie, rabbits and fish as pets. He collects children from the local school. The childminder visits the shops and parks on a regular basis. There are currently 11 children on roll, of whom 10 are in the early years age group and attend for a variety of sessions. The childminder operates every weekday all year round, except for family holidays. Overnight care is also provided as needed. The childminder 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:

- extend the already successful ways of helping children to understand that information can be relayed in print, for example, by using and reading recipe cards with the children when baking.

## Inspection judgements

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

Children explore a stimulating learning environment which consists of a choice of resources and activities that are extensive. The childminder is highly motivated and ensures that children's natural curiosity is promoted. Children are extremely well supported because the childminder has an excellent knowledge and understanding of how children learn and develop. He challenges children very well to enable them to reach the next learning steps. The childminder effectively supports his co-childminder in maintaining comprehensive observations and assessments of the children. Children's progress and their next steps in development are consistently recorded in their daily diaries and development files. In addition, the childminder regularly monitors their achievements to ensure that they are continually making excellent progress. Parents are fully engaged in their children's learning as they are encouraged to contribute to their children's starting points and continued assessments. Parents receive a six monthly review of their children's development with ideas on how to extend their children's learning at home. This fully embraces the two-way relationship in promoting children's development. The progress check for children between the age of two-and-three years is also completed at an appropriate time. This helps the childminder identify any additional needs a child may have so that strategies can be put in place to close any gaps in children's learning. This

helps maximise progress.

Children freely choose, select and play with the excellent range of resources in playrooms and outdoors. They develop their creative skills as they make their own representations of creatures that live in the sea, as part of their topic about water. The childminder promotes children's communication and language development with maximum effect. For example, as children bake buns and play in the sand he talks with them about what he and they are doing to help them link words to actions. He chats with older children about previous activities and experiences, which help them recall and use their own words to describe events. Children's mathematical skills are greatly enhanced. For example, as they bake their favourite buns the childminder helps the children weigh their ingredients on the scales. He encourages the children to observe the markings and talks with them about the numbers that are represented. He uses mathematical language with the children such as, 'more' and 'too much' as they carefully weigh the sugar. Children's counting skills are also supported as they count the bun cases into the tins. Children's literacy skills are promoted exceptionally well. They have excellent access to a wide range of interesting books and stories. They make marks using a variety of implements, both indoors and outdoors. There are also lots of signs and posters displayed to help children understand that writing has a meaning. However, there is scope to develop this further for example, by using and reading recipe cards with the children as they bake.

Children have lots of opportunity to explore their environment and nature in the outdoor play area. They gather leaves twigs and branches and examine them in the sensory area. They learn about the weather and the different categories of water such as, waterfalls, lakes and the sea. Children learn about the different properties of water and observe how ice melts in the heat. Children explore sand using different tools such as, sieves, rakes and observe how it makes wheels turn. They observe changes to sand when water is added and how they can use this firm sand to build sandcastles. Through planting and growing activities children learn about life cycles, growth and decay. They help the childminders plant and grow a variety of fruit, herbs and vegetables in the garden. Children show great delight and enthusiasm as they gather the tomatoes that they eat for their lunch. Children place them carefully in a basket and then count them with their childminder. As a result, children have fun as they develop their mathematical skills. They use words such as, biggest, bigger and small as they examine the tomatoes that they have gathered. Consequently, children learn to categorise objects according to their size. Children are taken on lots of outings to explore the world around them. Furthermore, they are actively involved in their community when they take part in fundraising events for their favourite charities. In addition, they learn about different cultures and traditions through enjoyable activities. This helps children develop an understanding about the similarities and differences between themselves and others. Therefore, they learn to respect and value people's ways of life. Children develop their skills exceptionally well through fun interesting activities in readiness for school.

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

Children are extremely happy and settled in the childminder's care. He provides a warm, welcoming and friendly environment, which supports children's all round development and

emotional well-being. Children form strong and positive relationships with each other, the childminder and his co-childminders. Consequently, children are self-assured in the environment. The childminder skilfully supports children's transitions into the childminding setting through a gradual settling in period. The childminder uses this time to get to know children and their parents. In addition, children's transitions onto the next stage of their development such as, school are also well supported. The childminder reads books with the children about changes in their lives and they also visit school as they accompany the childminder when older children are dropped off and collected from school. This helps children get to know new environments and ensures that they are emotionally prepared for change.

The environment is extremely welcoming, well-resourced and child-centered. The children's creative work and their photographs are prominently displayed throughout the play areas. This helps children develop a sense of well-being and feelings of being valued. There are comfortable areas for rest and play. Resources are attractively stored at child height on shelving, which enables children to make independent choices. It also increases their sense of responsibility, as they help to tidy toys away after use. An excellent range of outdoor toys and equipment are available that promotes all areas of children's learning, and in particular, supports those children who learn better outdoors. Children's independence skills are promoted exceptionally well which boosts their self-esteem and confidence. Children are encouraged to help set up the activities, put on their own shoes and address their own personal care needs. Children's behaviour is exceptionally good because the childminder acts as a positive role model by managing behaviour in a very calm and consistent manner. He uses a number of effective strategies to reinforce appropriate behaviour according to children's age and stage of development. As a result, children have a strong understanding of the expectations and boundaries within the setting. The rules of the setting are displayed prominently and are written positively. In addition, children are consistently praised and encouraged throughout their play to ensure they feel valued and appreciated. The childminder encourages children to use good manners, and to be kind and considerate to each others by sharing and taking turns. This was particularly evident when children ask 'who's turn is it next?'

The childminder helps children develop an excellent awareness of how to keep themselves safe and healthy through support and reinforcement throughout their activities. For example, children learn that they need to wear safety helmets when they ride bikes. In addition, they learn how to stay safe around animals and insects. The childminder helps children take risks in a safe environment such as, when they climb and balance so that they develop confidence in their own physical abilities. A wide variety of balanced and nutritious meals and snacks are offered to children to develop their understanding of a healthy diet and lifestyle. This is extended further as the childminder talks about the importance of healthy eating throughout children's activities and daily routines. For example, as children bake he chats with them about food that is good for their teeth and explains that eating too much sugar is not good. This supports children as they gain an understanding of healthy foods and the importance of making healthy choices for their bodies. The childminder has excellent hygiene practices in place, which ensures children develop their self-care skills and an understanding of how to protect themselves. For example, they confidently use wipes to wash their hands and learn to cover their mouths when they sneeze or cough so they do not spread any germs. Children enjoy very good

opportunities for physical play to ensure they are active and develop their coordination skills. They enjoy regular play outdoors where they benefit from the fresh air and exercise. In addition, excellent use is made of the local environment to extend children's understanding of the world and their community.

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

Children are extremely well protected because the childminder has a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. He is fully aware of his responsibility with regard to supervising the children in his care. Potential hazards are identified and addressed in the home and on outings through the comprehensive risk assessments. All of the necessary checks for adults in the home have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Excellent systems are in place to protect children from abuse. The childminder makes sure that parents are aware of the clear safeguarding procedures because all parents receive and sign their own policies and procedures booklet. Safeguarding training is regularly updated to ensure that the latest information is put into practice. Therefore, children are very safe, risks to them are minimised, and they are very effectively protected.

The childminder uses his knowledge of the learning and development requirements of the Early Years Foundation Stage to support his co-childminders to successfully monitor the educational programmes. The fully effective systems for assessing children's development and for planning future learning ensures that children make rapid progress in relation to their starting points. In addition, the childminder knows how to work closely with other agencies and early years providers that may be involved in the children's care. This greatly enhances the learning outcomes for the children. The childminder, alongside his co-childminders reviews their practice effectively and welcomes support and advice offered by local authority advisers. Training is always high on the agenda to ensure that they meet the ever-changing needs of all of the children, and that they keep up-to-date with any changes to legislation. The highly motivated childminder is approved to offer funded places for two-, three and four-year-old children, which demonstrates his strong commitment to young children's care and learning. All of the areas identified for improvement at the previous inspection have been addressed. Therefore, children's safety and their development are very well enhanced. The childminder is highly reflective of the provision. This enables him to identify the strengths and areas for development. He involves children and their parents very well in the evaluation process and acts on any suggestions children and their parents make. Children's views influence the planning of the activities, resources purchased and menus offered.

The childminder establishes highly successful, engaging relationships with parents to help enrich their involvement in their children's care and learning extremely well. The childminder clearly displays and shares all the important information about his policies and procedures, assessments and planning. Parents value the detailed information they receive about their children's day through the chats, photographs and children's daily diaries. He involves parents in their children's learning exceptionally well and parents say

they are extremely happy with the service offered. They make comments, such as 'my child has learnt how to become independent' and 'their speech is very advanced, they put sentences together and sing songs'. Overall, the childminder provides a stimulating and very rich learning environment in which children and families are nurtured. His passion and continuous drive for improvement ensures that all children achieve exceptionally well and are supported as unique individuals.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. 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>	EY393914
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	874000
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/06/2010
<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.

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.

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