

Inspection date	11/09/2014
Previous inspection date	21/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Teaching is good. The childminder provides a very good range of activities that stimulate and engage children in their play very well. Consequently, children are highly motivated to explore, learn and develop. Therefore, they make very good progress.
- The childminder supports children's independence skills extremely well. As a result, children develop their confidence and have good self-esteem.
- The childminder and her assistant develop warm, caring relationships with the children, who they know very well. As a result, children are happy, settled and motivated to learn.
- Children are well protected because the childminder has a good understanding of the safeguarding and welfare requirements, which she implements effectively in her daily practice.
- The childminder has positive partnerships with parents. A thorough daily exchange of information takes place with all parents, which ensures children's continuing needs are met.

It is not yet outstanding because

- There are fewer opportunities for those children who learn better outdoors to develop their understanding that print has a meaning because the outdoor area is not rich in text.
- Opportunities for children to learn about diversity and to help children and their families

recognise that they are valued, are not maximised.

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 their letters and parent questionnaires.
- The inspector considered the self-evaluation form 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 the childminder and other household members aged over 16 years.

Inspector

Helene Terry

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. The childminder works with an assistant. She lives with her two children aged nine and three years in a house in Barnsley, South Yorkshire. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a pet dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, parks and other places of interest with the children on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently seven children on roll, of whom four are in the early years age group, and they attend for a variety of sessions. The childminder operates all year round, except family holidays. She is a member of 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 understanding that print carries a meaning, for example, by providing an outdoor play area that is rich in print
- strengthen children's understanding about diversity and help children and their families recognise that they are valued, for example, by providing more posters, pictures and other resources that show the setting's positive attitude to disability, and to ethnic cultural and social diversity.

Inspection judgements

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

The childminder very effectively implements the learning and development requirements of the Early Years Foundation Stage, of which she has a good understanding. Therefore, children make good progress in their learning and development and build their skills in readiness for school. The childminder obtains very good information from parents about their children's individual needs, and what they already know and can do before they start attending the provision. She uses this information, as part of her initial assessment of the children, to inform the planning of the activities from the start. This helps maximise children's progress. The childminder regularly observes children in order to plan for their next steps in learning. Children have their own learning journal, in which the childminder consistently records her observations, photographs and individual planning for each child. The childminder effectively promotes the ongoing partnership with parents and regularly shares children's learning journals with them. She maintains a good two-way flow of

information with parents, and they regularly share observations of their child's interests and skills that have been demonstrated at home. The childminder completes the progress check for children aged between two and three years in partnership with parents and other professionals if necessary. Parents are also given good information on how to extend their child's learning at home through discussions, newsletters and regular development reports. This enhances children's continuity of care and learning effectively.

Teaching is very good because the childminder and her assistant have a strong understanding of the needs and interests of the children. The childminder gathers good evidence of their skills and preferences through observations, and plans challenging and interesting activities across the seven areas of learning. The childminder and her assistant engage children in learning colours, counting, and taking turns during activities. They know how to support children's learning through play with the use of open-ended questions. The childminder times her interventions well and provides children with time to answer. This illustrates that the childminder knows what children can already do and how to increase the challenges appropriately so that children move forward with their learning. She models thinking and doing out loud, and allows children time to try things for themselves. For example, when a child asks for 'a thing', to spread the cheese on her cracker, the childminder asks 'What do you need?' In response to the child's request for a fork the childminder helps the child understand the difference between a fork and a knife, by showing the difference in the utensils so that the child can make the correct choice. Children's communication and language skills are promoted very well. The childminder and her assistant talk with the children and encourage them to recall past events and experiences in their own words. Toddler's vocabulary is also extended well because the childminder and her assistant model building sentences by repeating what the child says and adding another word. In addition, they show toddlers how to pronounce and use words by responding and repeating what they say in the correct way. For example, as children play with the dough and glitter, the childminder's assistant models words, such as sprinkles, sparkly and stretchy, to help children describe what they see.

The inside environment is rich in print with many labels and signs displayed. These successfully support children to learn about words and understand that print carries meaning. However, there is scope to also develop this good practice in the outside area to further enhance children's early reading skills, particularly in relation to those children who learn better outside. Children learn about people's similarities and differences through activities and special events, and there are a few resources that positively represent a multicultural society. However, there is scope to strengthen this area more fully to promote children's understanding about diversity, and help children and their families recognise that their home cultures are valued, for example, by providing more posters, pictures and other resources that show the setting's positive attitude to disability and to ethnic cultural and social diversity. The childminder provides children with good opportunities to investigate the world around them. Children observe insects using magnifying glasses. In addition, they gather strawberries and blackberries to make pies. Children learn about growth, decay and changes over time as they help plant and grow flowers in the garden. Children have lots of opportunity to be creative and use their imaginations. They paint at the easel, using paintbrushes and rollers to create different effects. More able children give meaning to their artwork, while toddlers paint lines and circles as they develop coordination and mark-making skills. The childminder also helps

children link the sounds of letters of the alphabet to their names to enable children to develop their writing skills.

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

The childminder is very aware of children's individual needs and has flexible procedures to make sure children settle well and feel secure in her care. Positive relationships are formed between the minded children, the childminder and her assistant. This supports the children's care needs and emotional well-being. Children are happy and confident in the childminder's care and they immediately initiate play or respond to other children to join in. Children are also very well supported in their move onto nursery or school. For example, the childminder escorts children on visits to the school and talks with them about the classrooms and teachers. They are encouraged to express their thoughts and feelings through role play. In addition, they become familiar with the local nurseries and school when they accompany the childminder as she takes and collect older children from school. This encourages emotional security.

The home is set out in a child-friendly fashion and resources are easily accessible with clear pictures on display to aid choice. The home is very well resourced. The childminder regularly changes or updates the resources and toys available to link to the different areas of learning and children's individual interests and needs. Children's photographs and artwork are displayed, which helps children develop a sense of belonging. Children are also extremely independent because the childminder ensures that resources, snacks and meals are all accessible at child height, so that children can make choices. For example, children are able to pour their own drinks, choose their snacks and meals from healthy options that are enticingly presented to them. Children competently make their own wraps from a choice of chicken, ham, cheese and a range of vegetables. Children are also encouraged to attend to their personal care needs with the support of the childminder and her assistant. Therefore, children build their self-esteem and grow in confidence.

Children are very well behaved. They play well together and are supported sensitively, by the childminder, to learn to share and take turns. For example, the childminder uses group activities, such as playing with the dough and water activities, to look at ways of sharing and negotiating with one another. In addition, children are praised for being kind and helpful, which boosts their self-esteem and confidence. The childminder has improved safety measures since the last inspection and also helps children to learn about safety during every day routines. For example, she has made sure that children are always transported in a suitably insured vehicle and that they know that they need to put on sun cream and hats before going outdoors on a sunny day. The childminder also helps children to manage the risks associated with outdoor physical play, while being safely supervised. For example, they learn to climb, balance, cycle and use scooters safely and confidently. This enables children to try new skills and build confidence in their own abilities. In addition, children have lots of opportunity to play outdoors and exercise in the fresh air to keep them healthy. Therefore, children are well prepared for their next stage in

development.

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

The childminder has a very good understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage in practice, and has made a good level of improvements since the last inspection. In addition, she has a good knowledge and understanding of child protection, and the steps to follow should she have any concerns about a child in her care. The childminder has attended relevant training in this area, and continues to keep abreast of the latest developments to effectively keep children safe and promote their well-being. The childminder maintains a well-written set of policies and procedures, which she shares with parents to ensure they understand how she manages her provision. All adults in the home are checked to ensure their suitability. Therefore, children are fully protected. The childminder checks the premises for safety and records her findings. This ensures that she identifies any potential risks and takes reasonable steps to minimise hazards to children both inside and outside the home.

The childminder effectively monitors the delivery of the educational programme and children's individual progress. Therefore, any gaps in children's development are quickly identified, and interventions are put in place to maximise their progress. The childminder is keen to consistently improve her practice and she effectively evaluates her setting. She seeks the views of her assistant, parents and children as part of her self-evaluation, and sets herself action plans to address any issues. Parents' and children's views are sought through questionnaires and discussions. For example, as a result of gaining parents' views the childminder has now changed the way that she records children's development, so that this information is more concise and easier for parents to understand. Children's views also influence the activities, resources and menus the childminder provides. As a result, the childminder shows a good capacity to continually improve because she carefully considers the views of all those who use her service and uses these to make changes. Since the last inspection by Ofsted, where the setting received a number of actions to improve, and one subsequent monitoring visit, all of the areas identified for improvement have been addressed. For example, the childminder's car is now insured for business purposes and her records are all accessible for inspection. The childminder regularly completes training courses to enhance her skills and improve the service that she offers to children and their parents. The childminder and her assistant are also due to commence an early years training programme towards a qualification at level 2 so that their knowledge and skills will be improved. The childminder's assistant receives very good support and guidance to improve her skills. She has good access to training, through the local authority, to support her ongoing personal development, which in turn benefits the children. Thorough induction procedures and regular supervision support and promote the assistant's professional development and allows any issues that arise to be effectively addressed.

The childminder has positive relationships with parents. She regularly shares information with them about the children's routines, achievements and the activities that their child

takes part in so that continuity of care and learning is maintained. Confidentiality is addressed and maintained. Parents receive good information about the setting, including copies of the childminder's policies and procedures which underpin her service. There is also a good deal of information displayed for parents in the hallway. Parents' comment that they are very happy with the care their children receive. For example, they say, 'My child has progressed quickly in leaps and bounds', and 'I feel very involved in every step'. The childminder has good links with the other early years provision that children attend and this is used to complement and extend learning. For example, she obtains information about children's interests and topics that they are following in nursery or school so that she can further support these learning experiences. Therefore, children's needs are met very well.

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. 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	EY442323
Local authority	Barnsley
Inspection number	977618
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	21/03/2014
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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