

<b>Inspection date</b>	06/10/2014
Previous inspection date	05/08/2013

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

- The childminder has a good understanding of the Early Years Foundation Stage and uses her knowledge and skills to effectively teach and engage children in learning. As a result, children make good progress in their learning and development.
- Babies have developed secure attachments to the childminder and the settling-in process is sensitive to the needs of all children. As a result, the childminder successfully supports children's well-being.
- Babies' physical development is promoted well because the childminder encourages them to be independent in their self-care.
- Children are well protected because the childminder fully understands and effectively meets the safeguarding and welfare requirements of the Early Years Foundation Stage.

### **It is not yet outstanding because**

- Some aspects of partnerships with parents and others are not fully effective in building a strong joint approach to children's development. This is because the childminder does not encourage all parents to pass on information about their children's learning at home and has not built strong enough relationships with teachers from the local schools.

## 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 checked evidence of the childminder and her assistant's suitability, training certificates, risk assessments, policies and procedures and self-evaluation systems.
- The inspector observed activities in the main playroom and looked at areas used for childminding, including the outdoors.
- The inspector spoke with the childminder throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector took account of parents' written views on the quality of the provision.
- The inspector conducted a joint observation with the childminder.

## Inspector

Jane Tucker

## Full report

### Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter, who sometimes works as an assistant and one child aged 15 years in a house in the Wombwell area of Barnsley. The whole of the ground floor and the rear garden are used for childminding. The family has three dogs as pets. The childminder attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She 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:

- review and strengthen ways of encouraging all parents to share what their children achieve at home and use this information to work together to make sure children learn as much as they possibly can
- strengthen relationships and information sharing with teachers from the local schools that children attend or are moving onto, so that there is a better shared understanding and joint approach to these children's care and learning.

## Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development. She actively participates in children's play and gets down to their level to encourage them to actively play with toys and resources. Detailed observations, supported with photographic evidence of what children can do, are regularly recorded. Assessments of progress are timely, which means that the childminder can plan well for moving children forward in their learning and quickly identify any gaps in their development. Good quality teaching and a keen focus on developing children's physical, personal, social and emotional development, along with their communication and language skills, results in them making good progress. As a result, children are gaining the key skills, attitudes and dispositions they need, in order to be ready for their next stage of learning.

Babies are beginning to demonstrate the characteristics of effective learners, as they explore natural materials, such as wooden objects, pine cones and pieces of material. They activate pop-up and musical toys, as they push buttons and turn things. Various pull-

along toys help to develop babies' physical strength, as well as their hand-to-eye coordination. Babies enjoy nursery rhymes and they listen and pay attention when the childminder sings to them. For example, they move to the sound of the music and attempt to copy actions, such as putting their hands under their arms to imitate the actions of a monkey. The childminder encourages babies' early speaking skills well as she repeats words that they attempt.

Parents are involved in the initial assessment of their children's learning because they provide information about what their child can already do, their interests and favourite things. They are also informed about the progress check that the childminder carries out on children between the ages of two and three years. They are given a summary of this to share with their child's health visitor. The childminder makes sure that parents are kept up to date with progress and activities through daily chats and the use of a daily diary system. However, not all parents share details of what their children have learnt at home. This prevents the childminder from working closely together with all minded children's parents to make sure each child makes the best possible progress.

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

Each child's settling-in period is managed sensitively with their parents, who are welcomed to visit and stay, before gradually leaving their child. Care routines are obtained from parents, so that the childminder can mirror these patterns at home. This helps children to feel safe, secure and happy and supports their move between the provision and home. A safe and nurturing environment is created by the childminder. As a result, babies develop independence and exploratory skills as they investigate their environment with confidence. Babies are fully aware that the childminder is close by and they show how they have formed secure emotional attachments with her. For example, babies seek physical and emotional comfort by snuggling into the childminder for cuddles when they need reassurance.

The childminder knows individual children well and demonstrates how she understands when they communicate through their facial expressions, sounds and body movements. For example, she recognises that babies are getting tired, as they reach for their comforters. This also demonstrates how babies are developing their ability to soothe themselves, which shows how they are beginning to learn how to manage their feelings and behaviour. Clear nappy changing procedures are followed and the childminder ensures that good hygiene practices keep children safe and healthy. Babies are encouraged to develop their independence and self-care skills, as they hold their own cup and bottle. Healthy packed lunches are provided by parents and nutritious snacks, such as fresh fruit, are offered by the childminder. As a result, children learn about early aspects of their health and self-care as they begin to understand the need for variety in what they eat.

The learning environment is well organised and resources are of a good quality. Low-level equipment and safe surroundings allow children to move around as they want and to try new things safely. For example, babies pull themselves to standing using furniture and push along toys. They crawl and pass toys from one hand to the other, which promotes

their physical development and their moving and handling skills. The childminder takes children on regular outings to the local park and other places of interest. As a result, children have access to daily fresh air and regular opportunities to play in large open spaces. The childminder also takes children to toddler groups and activities at the local library. Here, children have opportunities to promote their personal, social and emotional development, as they play alongside other children and make new friends. In addition, children gain confidence in situations away from the childminder's home, which prepares them emotionally for their move onto school.

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

Children are well protected. This is because the childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she has attended child protection training and knows how to respond appropriately to any signs of possible abuse and neglect. All policies and procedures are reviewed annually or as and when changes occur. In addition, policies and procedures are shared with parents, so that they understand the childminder's responsibilities and duty to keep children safe and protected. Written risk assessments include all aspects of the childminder's home, including outings. This helps to ensure that potential hazards are identified and minimised to keep children safe. Furthermore, the childminder carries out regular fire drills and has appropriate fire and detection control equipment in place, such as smoke detectors, fire blanket and carbon monoxide monitors. As a result, children's safety and well-being are protected through good practices and procedures.

The childminder has a good understanding of the learning and development requirements. She ensures that each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Consequently, planned and spontaneous activities are well matched to each child's age and stage of development. This means that all children are supported well to make good progress in their learning and development. The childminder monitors children's progress through her tracking systems. As a result, assessments provide an accurate understanding of children's individual skills, abilities and progress. This allows the childminder to quickly identify and support any child, who is not developing at the expected levels. The childminder has a very positive attitude towards her ongoing professional learning. She has attended several courses and is committed to improving her knowledge and understanding of childcare practice. Therefore, she has the skills and awareness to provide good quality teaching, care and learning for all children.

The childminder has taken effective steps to address the actions and recommendations made during her last inspection. For example, she has worked in partnership with her local authority advisor to complete a quality improvement plan. These actions demonstrate the childminder's capacity and commitment to continuous development. Parents' and children's views on the quality of the provision are also obtained. Parents' written comments are very positive and they show how the childminder takes time to share information about their child's day and learning. Good links with the local schools have

also been established. However, opportunities to share information or establish relationships with individual teachers about minded children are not as well developed. Therefore, some minded children do always benefit from a secure, shared approach to their learning and care.

### **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>	EY357642
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	922783
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/08/2013
<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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