

Inspection date	08/10/2014
Previous inspection date	04/06/2009

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		1
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 completes accurate assessments of children's learning. This information is then used to inform planning and this means educational programmes provide children with good levels of challenge that support their continuing development.
- Educational programmes cover the seven areas of learning through a very good balance of child-led play and adult-led activity. This means children enjoy varied and interesting learning experiences that are supported by good quality teaching.
- The childminder's excellent understanding of safeguarding issues means children are exceptionally well protected at all times.
- Robust partnerships with parents and other professionals means focused action plans are developed as a result of regular feedback and this means the setting is continually improving to benefit the children who attend.

It is not yet outstanding because

- Parents are not always fully informed about how their children have reached their development targets because the childminder does not always share details about what the children learn from the activities.
- Sometimes the childminder misses opportunities during adult-led activities to extend children's learning through skilful questioning. This means their critical thinking skills are not always fully promoted.

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 main playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 13 years in a house in the Smithies area of Barnsley. The whole of the ground floor and the rear garden are used for childminding. The family has a rabbit as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and preschools. There are currently eight children on roll. Of these, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, 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:

- enhance children's learning by using more opportunities to skilfully question children during adult-led activities, to help them think critically and share their knowledge and ideas in detail
- enhance partnerships with parents by sharing details of the activities that have helped children to reach their development milestones.

Inspection judgements

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

The childminder has a comprehensive knowledge of the learning and development requirements. She obtains detailed information about children's starting points from parents, and completes assessments of children's learning on entry to the setting. The childminder uses the information to plan a wide range of interesting activities that incorporate the seven areas of learning, taking into account children's interests and individual learning needs. For example, they learn early mathematical concepts as they begin to identify colours and shapes around them. The childminder helps them to identify numbers familiar to them. They also begin to make comparison using mathematical language, such as big, small and huge. The childminder makes very good use of children's choices to follow their interests. For example, she reads stories about princesses, using small world figures to help children understand the story. She helps children to understand how stories are structured and encourages them to predict how they might end. This promotes their developing literacy skills. During child-initiated play she is very skilful at using open-ended questions to promote discussions and help children share their ideas. However, she does not always use the same skilful questioning during adult-led activities.

For example, while exploring shapes, the childminder does not ask children to consider the differences between them, such as which have more straight sides or the most corners. This means on occasions, she does not fully promote children's critical thinking and explore their ideas and knowledge in detail. Nevertheless, children are making rapid progress towards the early learning goals in all areas.

Children quickly develop good personal, social and emotional skills as they build relationships with the childminder and each other. As a result, they have strong foundations that support them in all areas of learning. During activities they learn to share and include others in their play. The childminder uses every opportunity to help them make connections between different aspects of their learning. There are lots of conversations about activities they have shared with their families and those they enjoy in nursery school. Children have access to a wide range of early writing materials, both inside and outdoors. The childminder helps them to recognise letters and numbers and they begin to form letters in preparation for their learning in school. Children also listen to instructions and learn that words are presented in a variety of forms, such as through information technology on interactive equipment.

Parents are kept informed about the educational programmes through frequent newsletters. The childminder completes short observations of children's learning that identify the milestones they have achieved in each area of learning. However, these sometimes lack detail about the activities that have helped them to attain their targets. Consequently, it is not always clear to parents how the childminder has come to her conclusions about their children's learning and therefore, there is room to further develop the sharing of information, so that parents are fully informed about their children's development. The childminder encourages parents to share information about their children's achievements at home and involves them in monitoring their children's progress. This ensures the next steps identified for children are accurate. Information from assessments is used effectively to monitor children's progress and to plan for their next steps in learning. Planning is focussed to target children's individual learning needs and support them in making strong progress. Tracking documents show that all children are meeting the expected milestones for their age. The childminder completes the required progress checks for children between the ages of two and three years and shares her findings with parents. This means children who are not meeting their expected milestones are identified quickly. The childminder has very well-established partnerships with other professionals, such as staff at the local children's centre. This means she can seek support for children who are not meeting their expected targets. Robust partnerships with the local schools and other providers mean information about children's learning is shared. Therefore, children enjoy continuity in their learning when they move on to school and other settings.

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

The childminder has an excellent understanding of safeguarding issues. This means all children are exceptionally well protected. The childminder supports robust partnerships with parents and other professionals. She ensures detailed information about children's individual care needs is obtained from parents and other professionals, when children

enter her care. She uses the information to help children settle by reflecting their home environment and ensuring each child develops strong attachments to her early on. The childminder's skill in promoting children's developing confidence is highlighted by parents as one of the childminder's strengths. Children are very self-assured and are confident to include visitors in their play. The childminder teaches children to risk assess for themselves. For example, they learn about road safety during walks to school and through role play. They visit the local country park where they learn to climb and balance on logs and she teaches them how to use interactive equipment safely. As a result, children are developing a superb understanding of how to protect themselves from danger.

There is a very strong focus on promoting children's personal, social and emotional development. The childminder helps children to understand their feelings and to treat each other as they would like to be treated. They play cooperatively during role play as they act out their learning experiences from home, such as visiting the doctor. They visit other childminders and the local playgroup where they learn to play in larger social groups. Throughout activities, the childminder recognises children's efforts by giving them continuous praise and encouragement. This helps to build their confidence and self-esteem. To help children prepare for the move to school, they experience daily routines that reflect those of the school environment. They enjoy very well-planned, adult-led activities where they listen to instructions, sit together at mealtimes and enjoy daily walks to school. As a result, they are emotionally prepared for school as they are familiar with the environment they will experience when they move on. Children's behaviour is very good because the childminder is a positive role model. She works closely with parents to ensure strategies for managing behaviour are consistent. As a result, children are developing a thorough understanding of right and wrong.

Children explore and investigate in outdoor areas where they develop their knowledge and understanding of the world. For example, they explore their changing environment during regular walks in the woods. They visit local parks where they use large play equipment and enjoy large spaces to develop their physical skills as they play team games. This helps them to understand how exercise supports their overall health and well-being. Children enjoy a wide range of healthy snacks and nutritious meals. The childminder helps them to understand which foods are good for them. As a result, they are developing an excellent knowledge of how a balanced diet keeps them healthy. Children learn personal hygiene through robust routines, such as washing their hands and brushing their teeth. They learn to use the toilet independently and this means they can attend to their own personal care when they move onto school.

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

The childminder has an exceptional understanding of her responsibility to protect children from harm and their safety is given utmost priority. There are clear procedures in place for reporting concerns about children, or adults. She has completed advanced safeguarding training to improve her knowledge and is very knowledgeable about the signs and symptoms that indicate children may be at risk. There are clear procedures in place that govern the use of mobile telephones and interactive equipment within the setting and

these are effectively implemented. The premises are kept secure at all times. The childminder conducts daily checks of the premises and equipment to ensure the environment is safe and suitable for children. Written risk assessments are in place for the premises and places children visit. The childminder uses these to minimise hazards to children. She ensures all risk assessments are reviewed regularly. A register of children's attendance, including when they arrive and leave, is in place. This shows that ratios are maintained. The childminder supports parents' understanding of her practice by providing them with copies of policies and procedures so they fully understand the service she provides. She holds a current first-aid certificate, which means she can give appropriate treatment if there is an accident to a child in her care. She also helps children to learn aspects of first aid during their role play so they are also learning how accidents are dealt with.

The childminder ensures that children's activities offer children high levels of challenge and help them to maintain swift progress across all areas of learning and development. Children are involved in planning. This means the service the childminder provides reflects their interests and takes into account their abilities. By frequently evaluating her service, she makes an accurate assessment of her strengths and weaknesses. To ensure high standards are sustained, she seeks feedback from parents, children and other providers and takes into account their ideas when planning changes. For example, she is currently working with parents to develop assessment records of children's learning, using an electronic system to enhance her written learning records.

Assessments of children's progress provide a precise overview of children's attainment over time. Partnerships with parents and other providers are robust to ensure information is shared. This means children's needs are met and their ongoing learning and development is promoted. Information is shared with other early years professionals so that they can continue to build on children's learning when children move on to new settings. Parents receive frequent feedback regarding their children's daily care and progress, through informative discussions and regular progress reports.

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	EY278832
Local authority	Barnsley
Inspection number	856199
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	04/06/2009
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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