

Inspection date

09/10/2014

Previous inspection date

27/04/2009

The quality and standards of the early years provision

This inspection: 1

Previous inspection: 1

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

- Children make very rapid progress in their learning because they are supported by very high quality teaching during a wide range of stimulating experiences that motivate them to learn.
- Children's excellent progress in all areas is monitored through precise and sharply focused assessment that identifies children's next steps and is used to inform planning. As a result, all children's learning needs are exceptionally well met.
- A superbly well-resourced and carefully planned environment, both indoors and out, allows children to freely explore and follow their interests.
- All children receive high levels of support to ensure they are emotionally well prepared for the next stage in their learning. This means they are confident and self-assured when they move onto school and other settings.
- The childminder has an exceptional understanding of safeguarding issues and the importance of protecting of children is given utmost priority. Robust partnerships with a wide network of professionals means the most vulnerable children are very well protected.
- Assistants and students are effectively coached and mentored so that they build on their skills and knowledge to deliver a high standard of teaching that enhances the learning of all children.

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 playrooms and the outside area.
- 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 spoke to the co-childminder, assistant and student during the inspection.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of the suitability and qualifications of the
- childminders, assistants and students working with children, and discussed the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in the Carlton area of Barnsley. She works with assistants and her daughter who is her co-childminder. The whole of the ground floor and the rear garden are used for childminding. The family has a rabbit as a pet. The childminder visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 24 children on roll. Of these, 14 are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am 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:

- enhance children's learning by using favourite props and objects during adult-led activities to extend the attention span of those children who find it difficult to concentrate in small groups.

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 Early Years Foundation Stage and a superb understanding of how children learn. She provides an exceptionally well-resourced and carefully planned environment that offers children stimulating learning experiences across all seven areas of learning. High quality teaching ensures children are extremely well supported in their learning. Starting points and children's interests are obtained from parents when children enter the setting. Meticulous observation, planning and assessment informs the planning of an excellent balance of child-led play and adult-led learning activities. This ensures educational programmes target children's individual learning needs and take into account their preferences for learning, from the outset. Children investigate outdoors with enthusiasm. They fully take part in outside play and enjoy excellent outdoor teaching as they develop new skills. For example, children learn mathematical concepts as they make comparisons and learn about size and shape while playing with mud and real vegetables. They learn to problem solve as they try to work out why wet sand does not fall through funnels and why they cannot successfully build sandcastles with dry sand.

Children develop early writing skills using a vast range of different resources that are freely available, including soil and sand for making patterns. During play activities the childminder perceptively observes and listens to children. She follows their lead and

reshapes tasks to help them share their ideas. For example, while making collages of autumn leaves, the childminder encourages children to leave the activity and find other natural materials and flowers they might use in their creations. The environment is very well thought out, which means that children can leave activities and return to them when they wish. Children rapidly develop excellent communication and language skills because the childminder talks to them throughout their play, repeating simple words and phrases. She also understands the importance of allowing children to investigate with minimal interactions, which means they become absorbed in their chosen activities and learn to find out things for themselves. For example, children explore a variety of everyday objects and they listen to the different sounds that objects make as they drop them into jars. Children also sing familiar songs and listen to favourite stories. The childminder gives them prompts to help them recognise and sound out words. Children are encouraged to listen to each other and each child is given time to think and speak. As a result, they are developing firm foundations for the learning they will experience in school. As children play freely, the childminder makes good use of props to enhance their learning, although, some extra work could be done in this area to extend the attention span of those children who find it difficult to concentrate in small groups. For example, these children's concentration could be further improved by introducing extra things to interest them, such as nursery rhymes and puppets to enhance the telling of stories.

Learning records give a detailed and precise summary of children's progress over time, including the results of the required progress check carried out on children aged between two and three years. These are shared with parents and they comment that it is 'fantastic to see such a good record of children's learning presented in such a lovely way'. The childminder also gives parents high levels of support to promote children's learning at home. Parents appreciate her 'comforting and professional advice' if they have concerns about their children's development. The childminder takes the initiative when developing partnerships with other professionals to develop a shared approach to children's learning. Through regular meetings with other agencies, she finds out what the gaps are in children's learning and uses this information to plan targeted educational programmes to address these gaps. This has a very positive impact on the progress children make and all children are very well prepared for their next steps in learning, which is usually school.

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

The childminder uses lots of praise and encouragement to build children's confidence and self-esteem. Children are emotionally secure, confident and happy because they are respected and treated equally. The childminder frequently talks to them about their families and home lives. As a result, children are learning that not all families are the same and they accept each other's differences. Children receive clear and consistent explanations about including others in their play and are encouraged to share, take turns and consider the needs of others. As a result, they are developing very strong peer relationships. Settling-in visits for children ensure they become familiar with the setting and give the childminder time to find out about children's interests and routines. Information is exchanged with parents about children's individual care needs to make sure these are effectively met and that care is consistent. Children enjoy relaxing routines during the day if they need to rest or sleep. As a result, they are very settled and their

emotional well-being is fully promoted. Partnerships with parents and outside agencies are excellent. The childminder is proactive in ensuring they are fully involved in the care and well-being offered to children. Parents comment that the childminder 'cares about every child in her setting personally, socially and morally'.

Children's behaviour is excellent. This is because they are supported very well to understand how to manage their own behaviour and are constantly involved in meaningful and challenging play. Children are involved in planning what they want to do and their work is displayed throughout the setting. They help with simple everyday tasks, such as tidying up. As a result, they learn to respect and value the environment and develop a sense of responsibility. Children move freely between the indoor and outdoor areas and the extensive range of resources are easily accessible. This means children make independent choices about where they want to play.

Excellent partnerships with outside agencies ensure detailed information is shared with relevant professionals. This ensures that the most vulnerable children are kept very safe and are exceptionally well protected. They play in a safe and secure environment and are developing a thorough understanding of how to keep themselves safe. For example, they learn how to use everyday tools safely, as well as learning to assess the possible risks involved for themselves. Healthy lifestyles are fully promoted and children develop a thorough knowledge of how healthy practices and exercise promotes their overall health and well-being. A wide range of healthy snacks and drinks are provided and the childminder encourages parents to include healthy options in lunch boxes. First-rate hygiene practices are in place at all times and daily routines support children in developing their self-care skills. For example, they dress themselves, use the toilet independently and serve themselves at snack time. These well-established practices mean children can attend to their own personal care needs when they move on to school.

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

The childminder works with her daughter who is her co-childminder. She also works with childminding assistants and offers placements to students. Robust vetting procedures are implemented to ensure all staff are suitable for their role and that they have Disclosure and Barring Service checks in place. The childminder has a superb understanding of how to keep children safe. She ensures procedures in place for reporting concerns about children, adults or the operation of the setting, are robust and that staff are knowledgeable about child protection issues. The childminder has a comprehensive knowledge of the possible signs and symptoms of abuse and a clear understanding of when to report significant events, including notifying changes to Ofsted. The childminder makes sure all staff are aware of their responsibilities. Induction is thorough, including information about safeguarding, social networking and the use of mobile phones and cameras. Ongoing suitability is supported through effective mentoring and supervision, which identifies any further training needs. Effective deployment of adults ensures that children are well supervised and receive a high level of support at all times.

Comprehensive risk assessments are completed to ensure children are kept safe. Regular fire drills are carried out to make sure staff and children are aware of the procedures to follow in the event of an emergency. Both childminders and one assistant are qualified in first aid, which means they can deal appropriately with accidents and maintain children's well-being. Documents record children's attendance and show that ratios are met at all times. All visitors' identification is checked and the premises are secure. Procedures are in place to record any accidents involving children, along with any existing injuries they may arrive with, as well as any medication that is administered to children.

The childminder works with her co-childminder to successfully evaluate her service and priority is given to promoting quality in all aspects of practice. She accurately identifies strengths and areas for improvement and the views of parents and children are sought. Parents comment that they feel involved in decision making and their opinions are respected. The childminder also undertakes the local authority quality improvement programme. This means her practice is regularly assessed and she has clear action plans in place that reflect the views of parents and children. For example, she is increasing opportunities for children to develop writing skills on a large scale by adding blackboards to the outdoor area. The childminder has recently completed a level 6 qualification and she uses her knowledge and skills to effectively mentor staff and students so that they build on their skills. Students comment that they have enjoyed a 'fantastic experience' that helped them to go on to achieve further qualifications.

Children's needs are outstandingly met through highly effective partnerships with outside agencies and successful strategies that ensure parents are included at all levels. This enables the childminder to successfully monitor the development of each child and ensure any gaps in children's learning are quickly identified and addressed. The childminder shares information in various ways, including daily discussions, information on notice boards, emails and text messages. This ensures that parents are very well informed about all aspects of the care and activities their children enjoy. Transitions into the childminder's care, and the arrangements for the eventual move to school, are planned well to support children's emotional well-being. For example, children enjoy a number of settling-in visits that help them to build secure relationships. The childminder visits the local school with parents to meet with school staff and share information about children's progress. This ensures children benefit from continuity in their 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	302669
Local authority	Barnsley
Inspection number	855034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	24
Name of provider	
Date of previous inspection	27/04/2009
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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