

Inspection date	16/10/2014
Previous inspection date	30/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children make good progress in their learning and development because activities are well matched to each child's age and stage of development and the quality of teaching is good.
- Children's communication and language skills are effectively promoted because the childminder asks good open questions and talks to the children as they play.
- Children form strong attachments with the childminder who supports their emotional needs very well. As a result, children feel secure to explore the environment and play.
- Partnership with parents are well established. This supports a smooth transition between home and the childminder, which promotes continuity in children's care and learning.
- Children's well-being is paramount to the childminder. A sound understanding of safeguarding ensures children are kept safe and secure in her care.

It is not yet outstanding because

- Occasionally some equipment provided by the childminder does not match the children's requirements, to enable them to fully exploit the learning opportunities on offer.
- The childminder does not always provide sufficient opportunities for children to explore natural objects in their play.

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 carried out a tour of the premises used for childminding purposes.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector observed the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector looked at children's learning documentation and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.

Inspector

Sadie Corbett

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Great Houghton, near Barnsley. The whole of the ground floor and the rear garden are used for childminding. The family has four cats and two guinea pigs as pets. The childminder attends a local toddler group and visits the library and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and 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:

- maximise all learning opportunities by providing equipment that is suitable to meet the needs and requirements of all children
- enhance the range of resources offered to include more natural objects, both indoors and outside, for children to explore and develop their curiosity about the natural world.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and uses this effectively to support children's learning. She gathers information from parents about what children can do and are interested in, to help her identify children's starting points. In addition, she carries out regular observations, and records these on an electronic system which she then uses to assess and plan for the next steps in children's development. The childminder tracks children's progress against developmental guidelines to ensure she is able to identify any gaps and adapt children's learning accordingly. As a result, children make good progress in all areas of their learning. The childminder completes the progress check for children between the ages of two and three years. This helps her to plan for the next stage in children's learning and to identify areas in which children may require further support.

The childminder places a strong focus on helping children to develop their communication and language skills and supports their physical, personal, social and emotional development. Consequently, children are acquiring skills to prepare them for their next

stage of learning. The childminder speaks clearly to support children's language development. She promotes language throughout the day, discussing what children are playing with and by asking open-ended questions. This good practice provides opportunities for them to extend their emerging communication and language skills and to develop their critical thinking skills. For example, as children are playing with a challenging puzzle that has differing locks on, she asks how they think they can open them and what they think is inside. This teaching strategy promotes children's skills in solving problems. Language is further supported through singing the children's favourite songs. Children have great fun using their home made musical instruments to create sounds to sing along to.

The childminder provides some activities and sensory experiences to enable children to explore using their senses. For example, children have the opportunity to feel, smell and taste jelly during an activity. The childminder extends language by discussing whether the jelly smells like apples, or feels cold and squishy, she also encourages children to explore and find the toy insects hiding inside. However, on occasions the equipment provided for activities does not enable children to get the maximum from the learning opportunity. For example, the bowls provided for the jelly play were too high for children to reach in with ease. This hinders their enjoyment and learning experience. The childminder provides a range of resources and toys that children can freely access to initiate their own play and further promote independence. However, there are opportunities to further enhance these resources, both within the indoor and outdoor environments to promote more opportunities for children to access natural materials. Currently, children have limited opportunities to explore natural objects, such as, pebbles, pine cones and other natural materials. As a result their development of sensory skills and desire to explore, experiment and gain knowledge of the natural world are not fully exploited.

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

Strong emotional attachments are formed because the childminder gives lots of praise, smiles and cuddles. This helps children to feel good about themselves so they are happy to express their ideas and needs. Settling in periods are used and include regular meetings with parents and children, so the childminder can observe play and build relationships. This is because she fully understands the importance of children feeling safe and secure within the environment, before they feel able to fully explore and, therefore, begin to learn. This approach fully supports children's emotional well-being. The childminder supports children to become confident in new situations by giving them opportunities to try new activities and attend groups within the local community. For example, the childminder takes children to the toddler group that she leads with another childminder in a local community hall. This gives the children opportunities to meet other people, use alternative play equipment and be a part of the local community. Consequently, children develop the confidence and necessary skills to move on to the next stage in their learning, including future attendance at pre-schools and school.

Children's behaviour is good because the childminder has clear expectations and praises their positive behaviour. The childminder gently reminds children about sharing and being kind. Children respond to the strategies she uses, and as a result, they are learning to

share and cooperate with each other. The childminder gives lots of praise and lets children know they are important to her. This promotes confidence and raises their self-esteem. She supports children's understanding of how to keep themselves safe. For example, she explains to young children climbing on toys that they may fall and hurt themselves. Children's self-help skills and independence are promoted at all opportunities. For example, children are able to access their own drinks when required, and are encouraged to put on or take off their own shoes.

The childminder helps children to develop an awareness of a healthy lifestyle through daily routines and planned activities. Children bring their own packed lunch and she provides a nutritionally balanced menu for snacks and tea. Children manage their own hygiene well. For example, they use sanitizer gel and wash hands, using their own individual towels for drying, before eating and after nappy changes. The childminder makes effective use of the facilities in the local community. Consequently, children have plenty of opportunities and space to enjoy being physically active in the fresh air. The childminder provides areas where children can sleep to meet their needs for rest. As a result, their needs for activity, rest and relaxation are all well met.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and knows the correct procedures to follow should she have concerns about a child's welfare. All the necessary checks have been completed to confirm that all adults living at the setting are suitable to be in regular contact with children, and the childminder is aware of the procedures to notify Ofsted of any changes. As a result, children are protected from harm. Policies and procedures are in place and shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments take place to help her monitor any risks. For example, safety gates prevent young children having free access to the stairs and kitchen.

The childminder has a secure knowledge of the prime and specific areas of learning and ensures a broad range of experiences are provided, to help children progress towards the early learning goals. She monitors children's progress and has a good awareness of their individual abilities and skills. She uses assessments of children's progress to identify aspects of learning where individual children may need extra support. As a result, she effectively meets the learning and development requirements of the Early Years Foundation Stage. The childminder is committed to offering good quality care to children and their families. She reflects on practice and highlights areas where she feels improvements can be made, which shows her capacity for continuous improvement.

The childminder has strong links with other registered childminders, and understands about partnership working when children attend other settings to ensure that their care and learning are complemented and supported. Partnerships with parents are good. Parents are able to access regular updates on their child's developmental progress through the electronic system in place. They also receive daily verbal updates on their child's

general well-being. They report that the childminder has an inviting setting, which supports their children's progress 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	EY416983
Local authority	Barnsley
Inspection number	879907
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	30/11/2011
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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