

Inspection date	24/10/2014
Previous inspection date	08/04/2009

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

- The childminder has good relationships with children. She is actively involved in their play and makes good use of her interactions, discussions and questioning to effectively support children's communication and language skills.
- Children are happy, settled and they approach their play with enthusiasm. The childminder works with parents and skilfully builds on children's interests and choices in play to support them in making good progress in their learning. This includes making good use of the outdoors to extend children's learning experiences.
- The childminder safeguards children through her good understanding of safeguarding issues, such as dealing with child protection concerns.
- The childminder is committed to training to enhance her skills and understanding of how young children learn. This supports her professional development and it fosters improvement to enhance children's achievements over time.

It is not yet outstanding because

- The childminder does not always support children to develop high levels of self-control to manage their own personal needs and risks. This is because she does not always make her high expectations of behaviour clear to children.
- The childminder's partnerships with other settings children attend are not always highly successful. Therefore, she is not maximising on what they know about children's learning to support them in making even swifter progress.

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 indoors and in the outdoor learning environment.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector discussed the childminder's self-evaluation and improvement plans.
- The inspector looked at children's assessments records and she discussed planning for children's learning.
- The inspector checked evidence of the qualifications of the childminder and suitability of the childminder and other household members.
- The inspector took account of the views of parents through documentation provided by the childminder.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house near Barnsley town centre. The whole of the ground floor, first floor bathroom and garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and other places of interest with children on a regular basis. She collects children from the local schools, nurseries and pre-schools. There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 6.30am to 8.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- focus more precisely on supporting children's development in the areas that they need the most support, such as helping them to develop high levels of self-control in understanding safe boundaries and managing their own personal needs
- strengthen partnership working with other settings children attend, so that planning continuity in their learning is based on a comprehensive knowledge and assessment of what others know about their skills and progress.

Inspection judgements

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

The childminder has a secure understanding of how young children learn and develop, which means that overall, the quality of teaching is good. She is actively involved in children's play. The childminder effectively uses her positive interactions, discussions and open-ended questioning skills to support children's progress in communication and language. For example, during activities, older children engage easily in conversations with the childminder. They ask questions and the childminder listens perceptively to their responses to keep the conversation going. The childminder regularly observes children and she uses the information from these observations to track their progress. This means that she has a good understanding of children's skills and knowledge. She effectively builds on children's likes, interests and choices to plan activities to support them in making good progress in the learning and readiness for school. She builds on children's preference to learn outdoors and their love of vehicles, to talk to them about the world in which they live. They discuss how machines work and about nature. They make bird feeders for the birds in the garden. However, the quality of teaching is not always of a consistently high standard. For example, the childminder knows that some children's next steps in learning

include supporting them in managing their own personal needs and helping them to understand her high expectations of behaviour. However, at times, she does not always reinforce this learning for children. As a result, when children attempt to climb on the windowsill, she does not always provide clear reminders as to why this behaviour is unacceptable. In addition, she does not always consistently provide cups without lids to enable young children to refine their skills in drinking without spilling. Therefore, she is not always supporting children to have high levels of self-control in social situations or enhancing their growing independence skills, so that they make even swifter progress in their learning.

The childminder organises a good selection of activities and resources across all areas of learning, indoors and outdoors, which children can access freely. This effectively supports children in making their own choices in play and this results in them being motivated and enthusiastic learners. For example, young children thoroughly enjoy playing with the musical instruments, exploring the sounds and creating different tunes to accompany their songs. This fosters children's imagination and creativity. Children regularly visit the library and choose books about things that interest them. As a result, they eagerly want to look at books, listen to stories and use books to find out facts, such as learning about how different emergency vehicles help people. This keen interest in books from an early age fosters children's literacy development. Through fun activities, the childminder introduces children to number, shape and size. For example, children learn about number through songs and they talk about the big, small and tall features of the vehicles that they are playing with. This effectively promotes children's development in mathematics.

The childminder has good relationships with parents. She maintains written records of children's observations and assessments, including a progress check for those aged between two and three years. She shares these with parents and regularly discusses children's progress, so that they can support their learning at home. The childminder gathers good information from parents about children's starting points, skills and progress during initial assessments. This promotes continuity in children's care and learning. Parents know what to expect from the service through their open discussions with the childminder and a number of written policies and procedures.

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

The childminder has good relationships with the children and parents. She makes good use of settling-in visits to gradually build up the time children stay with her. This helps children to feel confident and familiar in their new surroundings. She uses this time to discuss with parents their children's care and learning needs. This results in providing continuity for children. As a result, children are happy and safe and through their close bonds with the childminder, they feel emotionally secure. The childminder takes children on regular outings, which includes good opportunities for them to mix and socialise with their peers. These effective arrangements, information sharing and close relationships, contribute to meeting children's personal, social and emotional development. This sense of emotional security supports children in managing change. For example, they have the confidence to positively embrace their next stage in learning, such as starting school or nursery.

The childminder effectively promotes children's health, so that they develop a good understanding of the importance of leading a healthy lifestyle. She provides healthy meals and snacks to support children's healthy growth and development. During mealtimes, the childminder provides some good opportunities for young children to be independent. For example, she supports them in serving their own pasta. Children have good opportunities to play outdoors, which means that they enjoy the health benefits of playing in the fresh air. For example, children enjoy playing in the garden, going on walks and visiting the park. These experiences provide many opportunities for children to be active and this promotes their physical development. The childminder stores her resources, so that children can access them safely. She adheres to good cleaning routines and she ensures that children learn about effective hygiene practices. For example, she provides individual hand washing and drying facilities for children. This means that she provides a clean and safe environment for children to play. This contributes to successfully addressing recommendations from the last inspection.

Overall, the childminder is a good role model for children. Through play, she encourages them to share, take turns and to be kind and respectful towards others. She praises their achievements, so that children have high self-esteem and confidence in their own abilities. As a result, overall, children behave well. However, at times, the childminder does not always provide clear guidance of her high expectations for behaviour. As a result, young children sometimes do things they know they should not, such as climbing on windowsills. However, in other ways, the childminder makes good use of play opportunities to help children to learn about safety and boundaries. For example, when playing in the sand with their vehicles, children talk about the dangers of crossing the road. In addition, when the air ambulance passes over the home, this instigates a conversation about how the different emergency services help keep people safe. These fun interactions, contribute to children learning about ways in which they can keep themselves and others safe.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Her awareness of child protection issues is good and she regularly accesses training to ensure this knowledge is up to date. As a result, she has a clear understanding of the possible signs of abuse and neglect and she is fully aware of the procedures for reporting concerns. This secure knowledge of child protection issues, contributes to safeguarding children. The childminder provides a safe learning environment for children to play. She manages this successfully because she supervises children's play and she regularly conducts risk assessments. This includes risk assessing any outings she takes the children on. Therefore, she quickly identifies potential hazards and this means that she puts in place effective precautions to keep children safe. These changes to her risk assessment arrangements means that the childminder has taken effective steps to address actions raised at her last inspection. The childminder maintains all required documentation and she effectively implements a number of policies and procedures that contribute to safeguarding children. For example, she has clear procedures for the safe use of cameras

and mobile telephones, the administration of medication and dealing with accidents and injury.

The childminder makes good use of training, reflective practice and self-evaluation to monitor her practice and service. As a result, she has a clear understanding of her strengths and areas where she can improve, to enhance her service and children's learning opportunities. The childminder regularly reviews her planning documentation and children's assessment records to ensure she provides good coverage of the educational programmes. She demonstrates a good commitment to training and her professional development. For example, she is currently working towards a recognised early years qualification at level 3. She uses the skills and knowledge that she gains through this training to improve her practice. For example, through the training, she has a greater awareness of how different activities promote and challenge children's progress across the areas of learning. This has helped the childminder to improve her planning, observation and assessment arrangements, meaning that she has successfully addressed recommendations from her last inspection. As a result, children make good progress in their learning and are well prepared for school.

The childminder welcomes any feedback from parents in regard to improving her service and comments in letters from parents are positive. They say children are happy and that they are developing well in the childminder's care. Parents express how the childminder supports all the family and that communication and information sharing is good. The childminder understands the importance of working with other settings children attend, such as school or nursery. She has good relationships with them and she shares some relevant information with them about the activities children experience. However, her relationships with them are not always highly successful. This is because she shares less information about children's individual learning goals and targets in relation to their progress. Therefore, she is not always maximising on what others know about children's progress and skills when planning for the continuity in their learning. The childminder recognises the necessity of working in partnership with other professionals or external agencies if children need additional support or help. This enables her to take appropriate action to promptly address children's individual needs.

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	EY216127
Local authority	Barnsley
Inspection number	877345
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	08/04/2009
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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