

Inspection date	29/10/2014
Previous inspection date	22/02/2011

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

- The quality of teaching is good and the childminder has a secure knowledge of how to support children's learning and development through play. As a result, children make good progress in relation to their starting points.
- Partnerships with parents and other professionals are strong, which means there is continuity of learning between the provision and home that meets children's individual needs and contributes to the good progress they make.
- The childminder sensitively settles children into the provision and builds secure emotional attachments with them. Consequently, children are happy, safe and secure.
- The childminder has a clear understanding of the safeguarding and welfare requirements, to help keep children safe.

It is not yet outstanding because

- Opportunities for children to extend their understanding of the world are not maximised. Consequently, their development in this area is not fully promoted.
- Children do not have consistently rich opportunities to be imaginative and enhance their literacy skills during outside play. As a result, their progress is not as swift as possible.

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 and the outdoor learning environment.
- The inspector and childminder jointly observed children and discussed their learning and progress while they were engaged in activities.
- The inspector checked evidence of the childminder's suitability, training certificates, risk assessments, policies and procedures and self-evaluation systems.
- The inspector looked at children's assessment records.
- The inspector spoke with the childminder and children throughout the inspection process.

Inspector

Jane Tucker

Full report

Information about the setting

The childminder was registered in 1989 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child, close to Barnsley town centre in South Yorkshire. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and she visits shops and parks on a regular basis. She collects children from local schools, nursery and pre-school. There are currently seven children on roll. Of whom, four are in the early years age range and attend for a variety of sessions. The childminder operates all year round, from 6.45am to 6pm, 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:

- enhance opportunities for children to extend their understanding of the world further, for example, by using photographs of significant people in children's life to make family books
- enhance children's opportunities to be imaginative outdoors, for example, by offering books, story stimulus and other additional resources that allow them to represent their own thoughts and ideas through role play.

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 children learn through play. She records written observations, which are supported with photographic evidence of children learning as they play. The childminder effectively promotes children's progress, as she uses this information to plan activities that meet children's individual interests. This enables the childminder to provide tailored support to help children move onto their next steps in learning. The childminder completes regular assessments of children's development. This means that she can show how children are making good progress in relation to their starting points. In addition, the childminder can identify any gaps in development and provide activities to address them.

The quality of teaching is good because the childminder models language and demonstrates how to do things well. For instance, the childminder shows toddlers how to roll dough and use cutters before they have a go for themselves. The childminder points out shapes on the cutters, such as circles. She encourages toddlers to count the circles with her. This promotes their early mathematics skills. Toddlers represent their

experiences in their play and the childminder supports their learning, as she pretends to drink tea with them. Children enjoy playing with small world models, such as a garage and cars and the childminder helps them to make connections between their play and the people and experiences that are significant to them. For instance, she explains to toddlers how the red car is the same colour as her father's work van. However, there are fewer opportunities for children to look at pictures of themselves and their family members, to promote their understanding of the world further. Consequently, children's learning in this area is not as swift as it could be.

Parents are involved in the initial assessment of their children's learning, as they are encouraged to share information about what their children can do from the start. Thereafter, diaries are used by the childminder together with regular verbal updates, to keep parents well informed of their child's progress. Parents share their children's learning at home through photographs and messages on secure social media websites, which the childminder uses to inform her own assessments. Consequently, children's learning and development are effectively shared between the provision and home, which contributes to the good progress they make.

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

The childminder provides a warm, caring environment in which children can relax and feel at home. She spends time with parents during flexible settling-in sessions to get to know children's care routines and their individual needs. This helps children to feel safe, happy and secure and supports their move between home and the provision. Children behave in ways which show they have formed secure emotional attachments with the childminder. For example, toddlers pick up their comforter and enjoy cuddles with the childminder when they start to feel tired. This shows how toddlers are learning to manage their own behaviour, as they use a familiar adult to share their feelings.

The learning environment is age appropriate and resources are accessible. This allows children to be independent in their play and use their imagination. Healthy eating is promoted by the provision of fruit and a range of healthy foods provided by the childminder. For instance, toddlers sit at the table to enjoy fresh strawberries, which they eat independently. The childminder teaches children to manage their own personal needs, as she supports them to wash their hands before meals and after going to the toilet. Children also have their own small towels to dry their hands, which reduces the risk of cross-contamination.

The childminder encourages children to independently put on their coats and shoes for outdoor play. Children enjoy daily fresh air, as they play in the childminder's garden and take trips to the local park. Here, children develop their physical skills, as they play on swings, slides and wheeled toys. However, some areas of learning have not been fully considered outdoors, to maximise children's learning potential. For example, there are fewer opportunities for children to use their imagination through the use of books, story lines and other resources that reflect their interests. The childminder talks about road awareness, as she walks with children to the local school. This helps children to learn how to keep themselves safe, as they are taught how to cross the road safely. The childminder

takes children into the school classrooms, so that they become familiar with the environment and teachers. This helps to prepare children emotionally for their move onto school, as they become familiar with adults and the daily routines of school life.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach to keeping them safe. For example, regular fire drills are carried out and the childminder ensures that access to the premises is secure. The childminder has appropriate fire detection control equipment in place, such as a fire blanket, smoke detectors and carbon monoxide monitors. Good procedures are in place for the safe use of mobile telephones and cameras in the provision. As a result, children are protected from their possible misuse. The childminder has attended safeguarding training and is confident of the appropriate procedures to follow in the event of any concerns about children in her care. Therefore, children's well-being and safety are protected well.

The childminder knows the children well. As a result, she plans suitably challenging activities that match their interests and stage of development. The childminder tracks children's progress, which means that her assessments show how they are making steady progress towards the early learning goals. She continues to update her professional knowledge through her attendance at training courses run by her local authority. Consequently, she has a good understanding of the learning and development requirements and has the experience to provide good quality teaching, care and learning for all children.

The childminder is passionate about her role and she uses self-evaluation to constantly look at ways to improve her provision for children. Therefore, the childminder is aware of areas for development as well as recognising her strengths. Partnerships with parents and other colleagues are securely in place. For example, the childminder shares ideas for good practice and teaching with teachers from the local schools and other childminders. This shows there is a continuity of care and learning that supports children's individual needs.

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	302632
Local authority	Barnsley
Inspection number	818663
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22/02/2011
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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