

<b>Inspection date</b>	03/11/2014
Previous inspection date	09/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 extends and develops children's language and communication in their play and through regular routines. As a result, children are making good progress in their communication skills.
- Children form secure attachments with the childminder. As a result, they are happy, content and keen to explore and learn.
- Partnerships 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 are safe as the childminder supervises them very well and carries out effective risk assessments of the environment where they play.

### **It is not yet outstanding because**

- On occasions, the childminder assists children with tasks in their play too quickly, which does not give them the time to problem solve and work things out independently.
- Opportunities for children to use visual aids relating to numbers, letters or words in their learning environments are not maximised, to promote their early number and literacy development.

## 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 carried out a joint observation with the childminder.
- The inspector looked at children's learning documentation and a selection of policies and procedures.
- The inspector observed the childminder engage in a range of learning activities, play and daily care routines with the children.

## Inspector

Sadie Corbett

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child in Shafton, on the outskirts of Barnsley. The whole of the ground floor, bathroom facilities on the first floor and an enclosed outdoor play area are used for childminding. The family has two pet guinea pigs. The childminder attends a toddler group and activities at nearby play centres. She visits the park on a regular basis. There is currently one child on roll who is in the early years age group. The childminder operates all year round from 7.30am to 5pm, 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 children's problem-solving skills further, for example, by giving them more time and encouragement to attempt these independently before giving support
- maximise opportunities for children to see numbers and letters in print within both the indoor and outdoor learning environments, in order to further support their early number and literacy development.

## Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through play and provides them with challenging experiences for learning. She finds out from parents what their children know and can do before they start attending. She uses this information well to plan enjoyable experiences for children so they make good progress from the beginning. Effective systems are in place to observe and assess children's progress. These include examples of children's work, photographs of them at play and written observations about their learning and development. The childminder has a sound understanding of the progress check for children between the ages of two and three years and shares this with parents. The childminder monitors the development of children in their individual learning journals and agrees the targets for their next steps with parents. As a result, children are making good levels of progress in readiness for school.

The childminder effectively supports children's language and communication skills because she constantly speaks to children about what they are doing and what they can see. She asks open-ended questions, so that they learn to think creatively and critically for themselves. For example, they discuss what is happening to the trees outside and what

colours the leaves are changing to. She encourages children to repeat new words in order to develop and extend vocabulary, and sounds the words out phonetically to promote their emerging literacy development. She uses opportunities through everyday care routines to extend learning, for example, counting the stairs when going for a nappy change or discussing the colours of fruit for snack time. However, these learning experiences are currently not reinforced through any visual resources for children to use as reference. For example, there are no number lines, labelled resource boxes and letters that show children that print has meaning, to further promote and consolidate their emerging mathematics and literacy development. Activities are constantly extended to promote further learning and keep children enthused and engaged. For example, play with the train track is extended through adding coloured sequins to use as cargo. Children are able to use their problem-solving skills to work out how to fix the bridge on to the track and why the train would not fit through the bridge. However, on occasions the childminder assists the children too early in these tasks, which does not give them enough time to solve these problems independently. Children learn about colours and shapes through fun creative experiences, such as sticking and matching activities. These skills help to prepare children for the next stage in learning, such as starting nursery or school.

The childminder regularly shares information with parents about their child's development through a variety of means, such as completing the progress check for children between the ages of two and three years, daily conversations and sharing children's learning journals. This ensures continuity of care and learning and identifies any additional support a child may need. This means that parents are kept well informed about their children's progress.

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

The childminder promotes children's well-being and physical development very well. This is because she provides lots of opportunities for them to get plenty of fresh air and physical exercise. For example, children visit the local park where they have lots of space to run around and use a range of apparatus. This means they develop different muscle groups and exercise their whole body. Children are encouraged to learn about keeping themselves safe. For example, they are able to take manageable risks, such as attempting to walk on the balancing beam or climb apparatus, and road safety is reiterated on any walks and outings. Children participate in the regular fire drills, which helps them to understand how to keep themselves safe in an emergency. Children's health and safety is effectively maintained through the childminder's policies and procedures. For example, she has completed a paediatric first-aid course, to ensure children can be treated appropriately in the event of an accident or illness. 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 policy for parents on healthy eating. Children are encouraged to manage their own personal hygiene. For example, they wash hands before eating and after nappy changes. The childminder provides areas where children can sleep to meet their needs for rest. As a result, children's needs for activity, rest and relaxation are all well met.

Children are happy and settled and have developed good attachments with the

childminder. This is because she has a warm, calm and nurturing manner. Children welcome new people who visit the provision with confidence and ease, showing they are safe and secure in the environment provided by the childminder. Settling-in visits to the childminder's home enable children to become familiar with their new surroundings, which helps to ease the transition from home and builds relationships. The childminder is a good role model, ensuring that children are developing an understanding of respect and good manners through daily routines and by their behaviour. Children learn about acceptable behaviour through discussion and explanation, and consistent praise and encouragement help to develop children's confidence and self-esteem. Children attend nearby toddler groups and soft play centres where they have opportunities to make friends and share activities within a different environment. This helps them develop social skills in readiness for nursery or school.

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

The childminder demonstrates a secure understanding of the safeguarding and welfare requirements. She is aware of the possible signs and symptoms of abuse and the action to take to manage any concerns about a child in her care. The childminder carries out daily checks on the indoor and outdoor environment, which means that any identified hazards are removed or minimised. In addition, the childminder considers any risks associated with outings that children attend, to keep them safe and protected. Access to the premises is secure and the childminder organises her provision effectively, so children can move around safely and with confidence.

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. 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.

Parent partnerships with the childminder are strong. She takes account of parents' views and they state that they are impressed with their child's learning journal and their progress made since attending, and that they would 'highly recommend the setting'. Parents have regular opportunities to view their child's learning journal and comment on their development. The childminder passes on daily information regarding care routines and general well-being through verbal communications and text messages. This ensures that all parties work together for the best outcomes for children. The childminder is fully aware of when and how to access support for children with special educational needs and/or disabilities should the need arise. She has good links with the local school. This promotes good sharing of information about children's care and learning as they move between settings, which promotes a cohesive approach to meeting their 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

<b>Unique reference number</b>	EY425970
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	875829
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/11/2011
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

