

Inspection date

08/12/2014

Previous inspection date

11/07/2011

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 because the childminder uses good teaching strategies. She has effective systems in place for observation, assessment and planning.
- The childminder knows how to implement her safeguarding policies and procedures to protect and promote children's welfare. She understands the records she must keep to support her in this.
- The childminder understands the importance of working in partnership with parents and the other early years settings some children attend, so that a consistent approach to meet children's individual care and learning needs is achieved.
- The childminder provides a warm and caring environment where children feel happy and content, and enjoy the positive interactions they share with her.
- The childminder continues to extend her knowledge through training and understands the importance of self-evaluation in helping her to improve her service.

It is not yet outstanding because

- There is scope to captivate children's thinking and learning even further by displaying simple words, signs and symbols to help extend their understanding of different texts and so enhance their early literacy skills.

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 the childminder engaging in activities with the children and discussed with the childminder the learning that was taking place.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Eleanor Proctor

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Barnsley, South Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am 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:

- extend opportunities to captivate children's learning and thinking by providing more words, signs and symbols for children to see as they play to help further support their early literacy skills.

Inspection judgements

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

The childminder promotes children's learning and development needs well within a welcoming and friendly environment. She works with the children's parents to find out about each child's interests, likes, dislikes and stages of development. Therefore, she knows the children well and has a good understanding of how they learn. The childminder carries out ongoing observations and uses this information to plan activities so that they are of interest and relevant to the children's individual needs. This helps children move on to the next step in their development. The childminder carries out assessments that allow her to identify children's strengths and areas to develop. These are successful as they enable her to organise specific learning activities to best support children's learning and development. In addition, the childminder completes the required progress check for children between the ages of two and three years and shares these with parents. As a result, children make good progress in their learning, given their capabilities, interests and starting points.

The childminder uses good teaching skills to extend children's language and communication skills throughout their daily activities and routines. She interacts well with them during their play, asking them meaningful questions that encourage them to think about their responses. Children have a broad vocabulary and the childminder expands on this as she introduces new words and encourages children to talk about what they are doing throughout their play. For example, the childminder encourages children to talk

about the elf collage they are making and to remember other similar things they had done in the past. This helps children to make connections in their learning and to develop good conversational skills that will help to prepare them for the next stage in their learning. Children enjoy looking at books and sharing stories together. For example, the childminder joins in during children's story time and reads aloud the story books, asking questions and setting challenges for children to find items in the books. This helps children to develop their early literacy skills. Furthermore, children are actively engaged and eager to identify sounds and letters, and this prepares them well for starting school. However, there is scope to captivate children's thinking and learning even further by displaying words, signs and symbols in their play spaces so that children have maximum opportunities to begin to develop early letter and word recognition as they play.

Children enjoy physical activities both indoors and outdoors and in all weathers, benefiting from the fresh air and exercise. They use a variety of equipment, such as a climbing frame and swings, tricycles, wheeled cars, push-along toys and balls. These resources help children to practise and extend their physical skills, such as climbing, balancing, throwing and catching. The childminder promotes children's curiosity about their world by taking them to explore the woodland. They look for insects and learn about nature as they pick bark, leaves and conkers. They also visit the local libraries and playgroups to socialise with other children. The childminder provides children with a range of multicultural resources to help develop their understanding of different cultures. They celebrate festivals from around the world, which helps children to learn about different people and communities as part of their everyday play.

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

Children settle quickly, form secure relationships and are happy and content in the childminder's care. They benefit from familiar routines that are consistent with their experiences at home, and so show they feel calm and secure. Consequently, children are confident and display a good sense of belonging in the childminder's home. All important information on children's care is shared well between parents and the childminder. This aids the childminder in understanding each child's individual care needs. As a result, children demonstrate a strong attachment to the childminder and a positive sense of security in her home.

The childminder has a calm and consistent approach and offers children gentle guidance to help them behave well. She acknowledges their achievements through frequent and meaningful praise and encouragement. For example, the childminder gives praise when children recite numbers from one to ten. Consequently, children have a sense of pride in their achievements. Children build friendships with one another and play together well. Children are interested and occupied in play and, as a result, they generally behave well. Children practise regular evacuation drills to help them to become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner. The childminder understands the importance of carrying out suitability checks and ensures they are completed for all persons in the premises.

The childminder understands well how to promote children's health and well-being. She helps children to learn the importance of good hygiene practices. For instance, children wash their hands independently at appropriate times, especially before eating. The childminder ensures that children develop independence in many ways, including managing their personal care needs. The childminder and the children sit together to eat their meals and snacks; this ensures mealtimes are a relaxed and sociable occasion. She interacts well with them and talks to them about healthy eating. Children benefit from varied, healthy, home-cooked meals and snacks that meet their nutritional needs.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She uses this knowledge to ensure that her childminding arrangements meet all of the legal requirements and, as a result, she meets the needs of all the children well. The childminder has made sure she maintains up-to-date knowledge of safeguarding children by attending regular training. She has a good understanding of the signs and symptoms of potential abuse or neglect that would alert her to concerns about a child's welfare. She knows the appropriate action to take to report any concerns. The childminder has robust safeguarding measures in place which ensures that she is able to take quick action to prevent children from harm.

The childminder regularly attends a variety of courses to expand her early years knowledge and improve her teaching skills. In addition, she also attends a range of safeguarding training and is qualified in first aid so she can provide first-aid treatment in the event of a minor accident or incident. As a result, the childminder continues to develop her provision and subsequently this supports children's safety. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

The childminder works hard to build strong relationships with parents. Engagement with parents is very good overall. Parents comment that their children have 'come on in leaps and bounds' and 'settled well'. Parents feel children have especially progressed well with their speaking and communication development since being with the childminder, and they comment that their children are, 'well cared for'. They welcome the level of verbal information provided, plus the activities and observations recorded in their child's daily diaries which help them to understand how well their child is cared for and progressing. The childminder encourages parents to be involved in some of the learning activities offered to their child. For example, some parents attend outings with the childminder and the other minded children.

Systems for self-evaluation are in place and are used well. The childminder completes a quality improvement plan, with the help of her early years coordinator from the Local Authority, and she is able to evaluate all aspects of her care effectively. The childminder

regularly seeks the views of parents through questionnaires. As a result, she gains information from parents and other settings about what she needs to do to take the provision further and continuously develop the service she offers. The childminder has addressed all areas for improvement highlighted at the last inspection. Consequently, she has demonstrated that she has a good capacity to continue to improve.

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	EY333521
Local authority	Barnsley
Inspection number	878128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11/07/2011
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

