

<b>Inspection date</b>	09/12/2014
Previous inspection date	13/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children make good progress in their learning and development because the childminder provides them with a variety of fun and interesting activities. As a result, children are engaged, motivated and show good levels of concentration in their play.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes their emotional well-being effectively.
- Children's safety is given a high priority. As a result, children are safeguarded at all times and their well-being is promoted.
- Partnerships with parents are strong. This enables the childminder to support children effectively and ensure good quality information is shared to promote their learning and development successfully.

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

- Children's independent learning is not fully maximised because some of the toy boxes contain a high mix of different resources, making it hard for them to find the items they want. In addition, boxes and containers are not clearly labelled. Therefore, opportunities to help them understand the meaning of words in the environment are not fully exploited.

## 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 that the children took part in.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.
- The inspector took account of the views of parents from their written comments in the childminder's questionnaires and letters.
- The inspector considered the self-evaluation form and audits completed by the childminder.

## Inspector

Helene Terry

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and 15 years in Barnsley, South Yorkshire. The whole of the ground floor and bathroom facilities on the first floor are used for childminding. The rear garden is used for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local schools. There are currently 11 children on roll; of whom, six are in the early years age group and attend for a variety of sessions. The childminder operates all year round, except for bank holidays and family holidays. The childminder has a level 3 qualification in early years practice and 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:

- enhance opportunities for children to choose resources independently and to recognise that words have a meaning, for example, by ensuring toy boxes are organised into specific areas of learning and that they are clearly labelled.

## Inspection judgements

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

Children's learning and development is effectively promoted as the childminder has a very secure understanding of the Early Years Foundation Stage. Information obtained from parents before children begin attending the setting gives a good starting point for assessing what children already know and can do. The childminder knows where the children are in their learning, and makes regular observations as children learn. In addition, she uses this information to complete individual plans, tailored for each child's next steps in their learning. This means that children's individual needs are well met in the setting. Consequently, they make good progress in readiness for school. The childminder completes the progress check for children between the ages of two and three years successfully. This ensures that any additional needs a child may have are identified and interventions quickly put in place to maximise progress. Parents are regularly informed about the activities their children take part in through daily discussions. The childminder shares her observations and comments on the children's learning and development in her discussions with parents. Parents are encouraged to discuss activities that have happened at home, so the childminder can use this information to inform her effective planning. Parents are also supported to continue and extend activities. For example, the childminder asks them to find, with their child, objects in the home beginning with specific letters of the alphabet. Consequently, continuity of care and learning is enhanced.

The quality of teaching is good, and children learn through a good balance of adult-led and child-initiated activities. The childminder knows the children very well, and gives their communication and language skills a high priority at all times. She talks with the children about what she and they are doing as they play. This helps them link words to actions. She asks open-ended questions to help children think critically and solve problems. In addition, she encourages children to recall past events and activities in their own words. Consequently, children's language skills are developing well. Children enjoy looking at books and independently select them from the wide range available. However, there is room to improve the opportunities for children to further develop their early reading skills and interest in the meaning of words, for example, by labelling resources. In addition, some of the toy boxes contain a high mix of different resources. This does not maximise accessibility of choice and independent learning.

The childminder provides good opportunities for children to be creative and use their imaginations. They make Christmas tree decorations from salt dough and use paint and glitter to decorate them. In addition, children delight in the feel of the paint and observe changes as they mix the glitter and paint together. Babies notice the marks that they make with the paint, and then explore the noise of the paper as it is scrunched together or shaken. Consequently, children have opportunities to explore using their senses. Children also learn about technology well. For example, older children pretend to use remote controls in their role play, while babies press buttons and lift flaps on activity toys to find out what happens.

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

The childminder has a warm and caring manner. She treats children with kindness and respect, and acts as a positive role model. Therefore, children are happy and settled in her care. The childminder works closely with parents to ensure she knows the children very well. Settling-in sessions are tailored to the individual needs of each child to ensure they feel secure. Parents are encouraged to bring in items from home, including family photographs, for children to play with and look at throughout the day. This further supports their feelings of security and aids the transition from home. In addition, the childminder supports children's move on to school. For example, she looks at books and videos with the children about starting school, and children accompany her when she collects older children from school. Consequently, children's emotional well-being is effectively enhanced.

Children play in a well-resourced, child-friendly environment. They have access to age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. Children's behaviour is good as the childminder models positive behaviour. For example, she speaks in a calm manner and listens closely when children talk. The childminder gives positive praise for children's achievements, which increases their confidence and self-esteem. She shows genuine enthusiasm when they share resources with their friends, and praises them for tidying up the toys. The childminder works with parents closely to ensure consistency in behaviour management strategies so that children understand boundaries and what is expected of them. The childminder supports young children to begin to develop an awareness of how to keep themselves

safe. For example, through play and outings they learn about road safety and 'stranger danger'. Furthermore, the childminder supports children as they take risks when they play on large apparatus. As a result, children build confidence in their own abilities, which builds their self-esteem and confidence.

The childminder promotes children's good health through daily routines, and regular fresh air and exercise. Children have daily opportunities to be active to build their large muscles and develop their physical skills. They make healthy food choices from a range of fruit offered for snack. Parents provide children with a packed lunch, and children's dietary needs are fully considered to assure their health. Children learn about good hygiene practices from a young age. For example, the childminder wipes babies' hands after nappy changes, and older children pull a small stool up to the sink to enable them to wash their hands before meals. Therefore, self-care skills are developing well.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and her role in protecting children in her care. She is fully aware of the signs and symptoms of abuse, and has a clear written policy detailing the course of action to take should she have any concerns. She fully understands her responsibilities in relation to safeguarding and has attended an advanced safeguarding course to further secure her knowledge. All adults in the home have been checked to ensure their suitability. Children are always within the childminder's sight and hearing at all times. All the required documentation is in place and is maintained accurately. These measures safeguard children very well.

The childminder monitors the educational programmes for the children as she reflects on their learning and tracks their progress. This enables her to identify any gaps in learning successfully. Self-evaluation is in place, and the childminder clearly identifies her strengths and areas for development. Parents and children are fully involved in this process because their views are fully considered. The childminder has effectively addressed the recommendations from her last inspection. For example, she has reviewed the way she observes and assesses children, and she shares this information with parents. She has obtained some resources that positively reflect diversity in society so that children learn to respect and value people's similarities and differences. The childminder has achieved a level 3 qualification in early years practice, as well as a wealth of other relevant training. This demonstrates the childminder's commitment to her own professional development. Consequently, children benefit from her continually improving service.

Partnerships with parents are good. The childminder encourages discussions with parents, and this helps to ensure they are kept fully informed about her service. Parents comment that their children are making excellent progress. The childminder works closely with other professionals involved in children's care and learning. She shares information regularly, with parents' consent, to support children's continuity of care and learning.

### **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>	EY381189
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	878829
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/01/2010
<b>Telephone number</b>	

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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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