

<b>Inspection date</b>	15/12/2014
Previous inspection date	02/07/2010

<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 in regular routines, such as song and story times. This means that children are making good progress in their communication skills.
- 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.
- Self-evaluation is developing well and improvements have been identified and implemented to further benefit the children. This shows that the childminder is fully committed to providing children with high quality care and education.
- The childminder understands the importance of working in partnership with parents and other early years providers children attend, to have a consistent approach to meet children's individual care and learning needs.

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

- There is scope to expand children's access to the outdoor learning opportunities to enrich their opportunities to explore independently, along with their physical skills.
- The already good systems in place to monitor children's progress could be developed further to ensure each child's progress is monitored consistently.

## 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 spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.
- The inspector had a tour of the childminder's home, including kitchen, garden and play areas.
- The inspector checked evidence of suitability checks carried out for all adults within the home and the childminder's self-evaluation and development plan.
- The inspector sampled children's progress records and a range of documentation, including safeguarding policy and procedures, accident and medication records.

## Inspector

Eleanor Proctor

## Full report

### Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who sometimes works as her assistant, in a house in Wombwell, Barnsley. The whole of the ground floor, the toilet on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She 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:

- expand children's access to the outdoor learning environment to enrich their opportunities to choose and explore along with their physical skills
- enhance the already good systems in place to monitor children's progress, for example, by including a tracker system to ensure all children are monitored consistently and gaps in learning can be identified quickly

## 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 young children learn and of how to teach them. She plans flexibly, while skilfully matching opportunities to children's interests and their next developmental steps. Information obtained from parents before children begin attending the setting gives a good starting point for assessing what children know and can do. The childminder makes regular observations as children learn and she uses them to complete next steps for children's individual learning needs. Learning opportunities offer support, but also challenge learning at appropriate times, which aids good progress towards the early learning goals. Activities are planned to suit the needs of the range of children that attend; for example, experiences to complement what early years children are learning at school. The childminder uses the progress check for children aged between two and three years effectively to monitor the development of younger children. The summaries of children's progress are shared with parents, to enable early intervention to be sought if necessary. Information from home is used very effectively to plan activities and the childminder completes accurate monitoring of children's development, which she shares with parents.

The play area is well resourced and offers the children a range of resources, such as books, puzzles, role-play, small world and construction equipment. Books are displayed on a shelf and children choose stories for the childminder to read. Children's early language development takes a high priority and is woven into their everyday experiences. For example, the childminder incorporates singing and action songs into children's play to introduce new words and reinforce their understanding. As a result, children are engaged and motivated in the activities provided. The childminder interacts with the children in a positive manner and at a level that provides them with lots of eye contact. This helps children to learn the importance of listening and to understand that the childminder is interested in what they are doing. The childminder supports the youngest children to learn new words by introducing these as she talks to them, and giving praise when children repeat these. The childminder talks with children about what she is doing or what is happening, while she is playing alongside them and this helps them learn how to express their thoughts. For example, a child learns about different roles in life, as they play with the doctors kit, or how to fit jigsaw puzzle pieces into place. As a result, children are supported very well in their acquisition of communication and language skills and make good progress towards the early learning goals.

The childminder provides opportunities for children to engage in creative play, such as painting and malleable play. The childminder plans further creative activities well, intervening appropriately and confidently enabling children to take the lead, therefore, encouraging them to extend their creativity and thinking. For example, children have time to explore and experiment with the glue, spreading and patting the glue onto the paper, and discussing the changes that take place as the resources become stuck to the glue. The childminder encourages them to extend this and talks about how the glue feels and discusses the different textured resources. This type of play encourages experimentation and exploration, while fostering the development of their physical movement, thinking and problem-solving skills. The childminder encourages children to count, as they play with a selection of wooden bricks, teaching them about number, order and value. This means that children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Children enjoy daily access to a well-resourced outdoor environment in the childminder's garden. However, the amount of access to the outdoors could be developed in order to offer more choice, independent exploration and physical activity for the children. The childminder also takes children to several community groups where they join in with good quality sessions, such as, music and movement activities. As well as complementing the activities provided in her home, this gives children the opportunity to be in larger groups, in preparation for when they start school. Children learn about the wider world, as they visit local farms, the library, parks and constantly discuss the weather and what they might wear to go outdoors. Overall, children are gaining the skills and attitudes they will need for their eventual move to school.

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

The childminder forms close and caring relationships with the children in her care. This enables them to settle particularly well and consequently, the children are content and display good levels of confidence. The childminder takes time to find out about the

children's interests and routines. For example, information is exchanged with parents during settling-in sessions about dietary needs, allergies and routines, to ensure that these are accurately met and that care is consistent. The childminder speaks to parents each day about their child and has formed strong attachments with both children and parents. As a result, children quickly feel at ease and begin to form trusting relationships. For example, they seek reassurance when they feel unsure of visitors or are tired and the childminder quickly recognises their unease by comforting them. She recognises when children are tired and hungry and meets their needs effectively. Children smile and laugh with the childminder and they enjoy cuddling close to her, as they share play experiences. Children demonstrate independence and confidence, as they explore the resources and the childminder is always on hand to support their play. Therefore, they are emotionally prepared for the eventual move to pre-school or school.

Daily routines support children in developing their self-care skills. For example, they feed themselves and access their own drinks when they are thirsty. Children gain a good awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted, as they discuss healthy eating and investigate their fruit at lunchtime. Children have lunches prepared by the childminder each day, which the childminder encourages and supports them to eat independently. Good daily practice reinforces children's understanding of good hygiene. For example, children wash their hands before eating. The childminder gathers important information about the children's medical needs or special dietary requirements to ensure they remain healthy and safe. She has attended a mandatory paediatric first aid course. All medication given to the children is recorded, dated and signed by parents to keep them informed of children's well-being. All accidents are recorded too. This means that the childminder can effectively deal with any accidents or minor injuries and parents are reassured that their children are consistently well cared for.

Children behave well because they are supported well in understanding how to manage their own behaviour. They are offered clear and consistent explanations about this and are encouraged to share, take turns and be considerate towards other. As a result, children's behaviour is good. They are given positive praise and recognition for their efforts and achievements. For example when they complete an activity or tidy away their toys the childminder tells them, 'that is great', 'well done'. Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to sit on their bottoms on the chairs, so that they do not fall off. The fire drill is practised and the procedures are available for parents. Children are reminded about road safety as they go out and about on walks to and from groups. This helps them to develop a sense of responsibility for their own well-being, as well as helping them to understand how to respond in an emergency. Children take small, but safe risks when playing as they avoid obstacles and access tables and chairs. They understand the risks when playing and seek the childminder's support and reassurance.

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

The childminder manages her service efficiently. For example, clear policies and procedures are in place that set out the childminder's responsibilities for promoting children's safety and welfare. The childminder is secure and confident in what action she must take to protect children, if she has concerns about a child's welfare. She has completed safeguarding training to support her understanding of child protection. All required documentation is kept up to date, stored and organised securely, to maintain confidentiality. The childminder ensures that all people who live on the premises have been suitably checked through the Disclosure and Barring Service. The childminder shares all relevant documentation with parents to keep them fully informed of all adults in the home. The childminder checks all visitors' identification, which means there is no unauthorised entry to the premises. Risk assessments ensure children are cared for in an environment that is safe, secure and well maintained. Appropriate action is taken to minimise any risks, which means children are safe and accidents are kept to a minimum. Daily registers with hours of attendance of the children are kept and parents sign accident and medication forms when needed.

The childminder uses her good knowledge of the Early Years Foundation Stage, to provide activities that keep the children stimulated and interested across the seven areas of learning. The childminder has a sound understanding of children's individual needs and interests and plans a varied and exciting range of activities, to help them make good progress. Good systems for the observation and assessment of children support her to achieve this. This, alongside a development overview sheet, enables the childminder to monitor the development of each child. However, there is scope for this to be extended to ensure the childminder can clearly monitor children's progress on a tracker, which would provide an even better level of monitoring to ensure gaps in learning are clearly identified and not missed. This will ensure the childminder can clearly monitor all children's progress. The childminder monitors and evaluates her own professional development effectively. Her assistant is not currently working with her but she is aware of her responsibility to oversee his work. Systems for self-evaluation are in place. The childminder completes a quality improvement plan, with the help of her early years coordinator from the local authority 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 on 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.

Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. The childminder understands she can contact relevant agencies when she feels children need additional support. She shows a clear understanding of the importance of sharing information with other professionals. Partnerships with parents are established, and parents are complimentary about the childminder and they are very happy with the care and teaching that she provides. As a result, parents are aware of how their child is developing. Links have been made with the local school to prepare for transitions for the children when the time comes for them to start a new setting. This ensures that children have an even more enjoyable experience when they start school and that children's progress and development is shared with the school.

### **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>	EY240304
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	877453
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/07/2010
<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

