

Inspection date

19/12/2014

Previous inspection date

22/07/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- The childminder forms warm, caring bonds with children. As a result, children are happy, settled and confident to explore their surroundings.
- The childminder understands her role and responsibility regarding child protection and the action to take if she is concerned about a child's welfare. As a result, children are appropriately safeguarded from abuse.
- Positive and trusting partnerships are established with parents and regular communication is encouraged regarding children's welfare and development, which promotes continuity of care and learning.

It is not yet good because

- The childminder does not always use her observations of what children already know and can do to shape learning experiences for each child. Consequently, opportunities for learning are not maximised.
- Opportunities for children to develop their independence skills are not fully implemented because the layout of the environment does not fully encourage them to initiate their own play.
- Opportunities for children to learn about diversity and to help children and their families recognise that they are valued, are not maximised.

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 with the childminder and children during the inspection.
- The inspector took account of the views of parents from their letters.
- The inspector considered the self-evaluation form and audits completed by the childminder.
- The inspector looked at a sample of policies, documents and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and suitability of other household members aged over 16 years.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Barnsley, South Yorkshire. The whole of the ground floor and bathroom 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. There are currently five children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. The childminder operates all year round, except for bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the observations and assessments of what children already know and can do to succinctly shape learning experiences for each child and link to their next steps in development.

To further improve the quality of the early years provision the provider should:

- explore ways of enhancing opportunities for children to confidently initiate their own play ideas, for example, by providing a wider range of resources that they can access independently
- strengthen children's understanding about diversity and help them and their families recognise that they are valued, for example, by providing more posters, pictures and other resources, which show the setting's positive attitude to disability.

Inspection judgements

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

The childminder has improved her knowledge of the Early Years Foundation Stage and has a, generally, sound understanding of how young children learn. She completes observations and assesses the progress children make towards the early learning goals. The childminder obtains information from parents when children first start about their capabilities, likes and dislikes. She uses this information, along with her observations, to form an initial assessment of their skills. In addition, she completes the progress check between the ages of two and three years. This helps her identify any additional support a

child may need. However, she does not use the observations that she makes to succinctly shape learning experiences for each child and link this information to their next steps in development. Consequently, opportunities for learning are not maximised. The childminder regularly shares information about children's progress with parents. Parents are also encouraged to contribute their own observations to their child's assessments. In addition, they are given suitable information about how to extend learning at home. This promotes continuity of care and learning well.

Children respond positively to the range of interesting activities that the childminder makes available for them. They have opportunities to take part in a range of activities that promotes their learning over a period of time. However, the organisation of the toys and activities does not always allow children free access to a wide range of resources and equipment. This means that opportunities for independent learning are not maximised. The childminder provides lots of opportunities for children to explore using their senses. Babies investigate the feel of the different materials and smile at the crisp sound of the paper ribbons. They enjoy being tickled with the feathers and react to the smell of the cloves and oranges. The childminder shows what happens when the bells are shaken and children imitate her actions. In addition, babies bang bricks together, consequently, they learn how to make different sounds. The childminder encourages children's language development well. For example, she talks with babies about what they are doing. As a result, they learn to link words to actions. The childminder gives babies good eye contact as she interacts with them and imitates their babbling noises in a turn taking fashion. This develops early conversational skills.

Children learn about people's similarities and differences through activities and special events and there are a few resources that positively represent a multicultural society. However, there are limited resources and activities that positively represent disability to fully promote children's understanding about diversity and help them and their families recognise that all of them are valued. The childminder provides opportunities for children to play, explore and make links in their learning. For example, babies repeatedly press buttons on electronic activities to see what happens. Consequently, children make steady progress in their development, including those children who have special educational needs and/or disabilities and develop their skills in readiness for school.

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

The childminder provides a welcoming environment and has a strong bond with the children. Therefore, they are secure and content. She takes time to help children settle and works with parents to ensure smooth transitions from home to the setting. In addition, the childminder provides opportunities for children to socialise and cooperate with others. For example, they regularly attend groups. As a result, children's social skills develop as they learn to play together with others. Children also become familiar with other early years provisions when they accompany the childminder to take the older children to school. Consequently, children's confidence is developing in new situations. This means that they are emotionally prepared for changes in their lives, such as when they go to school.

The childminder organises her home suitably, so that children move around freely and safely. Children have opportunities to be generally independent in the environment. For example, they choose from some resources that are made available to them. Children are well behaved. They are supported sensitively by the childminder, to learn to share and take turns. Children are praised for being kind and helpful, which boosts their self-esteem and confidence.

The childminder adequately supports children's understanding of a healthy lifestyle. For example, she effectively promotes healthy eating. Children make use of the outdoors where they exercise in the fresh air. They enjoy the childminder's garden and trips to the local park, where they learn to use the slide and negotiate climbing equipment. Therefore, they learn to take risks, which boosts their confidence in their own abilities. Children develop a good awareness of safe practices through daily routines. For example, they learn to cross roads safely on outings. Appropriate hygiene practices are also followed to protect children's health.

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

The childminder implements the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. She has completed safeguarding training and is aware of the signs and symptoms of abuse and what to do should she have any concerns about a child in her care. The childminder carries out regular risk assessments of her resources and her home. This minimises any risks to children, so that they play comfortably in a safe environment. Children are effectively supervised at all times, inside and outside the home to further protect them. The childminder and other adults living in the household, have been checked, which ensures that they are suitable to be around children. All of the required documentation and records are appropriately maintained and underpin the setting well.

The childminder demonstrates a firm commitment to improve her practice. She willingly attends training courses and welcomes support visits from local authority advisors. The knowledge gained from these is reflected in the improvements made. Since her last inspection, the childminder has made considerable effort and has suitably addressed all of the areas identified for improvement. However, she is still developing her understanding of how to clearly identify the next steps in children's learning from her observations to shape challenging learning experiences for each child. The childminder has recently reviewed her practice and has accurately identified some well-targeted areas for improvement. She welcomes feedback and comments from parents and asks children for their ideas and suggestions, to further improve her practice. Children's views influence the menus and activities in the setting.

The childminder has successful relationships with parents. Parents receive suitable information about the provision through discussions and written information, such as the policies and procedures. Parents comment that their children are 'kept active and have

fun'. The childminder effectively works alongside other agencies and early years provisions involved in children's care and learning to promote continuity and foster their progress. For example, she follows advice from speech therapists and shares information about children's development with the local nursery.

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	302743
Local authority	Barnsley
Inspection number	985511
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22/07/2014
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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