

Inspection date	06/01/2015
Previous inspection date	04/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has a good understanding of how to promote children's learning and development. She uses this knowledge to provide activities that engage children's interests. As a result, children make good progress across all areas of learning.
- The childminder provides a warm, welcoming environment where the children feel at home and form good attachments with her, which supports their emotional well-being.
- The childminder demonstrates a secure understanding of how to safeguard children in her home. She implements effective policies and procedures with regard to safeguarding and promoting children's well-being. As a result, safety is maintained.
- The childminder works in close partnership with parents and other professionals to ensure there is a joined-up approach to promoting children's learning and development. As a result, there is good continuity in care and children receive the support they need to develop and learn.

It is not yet outstanding because

- Children's independent learning and opportunities to help them understand the meaning of words in the environment are not fully maximised because, for example, boxes and drawers containing resources, are not clearly labelled.
- The childminder does not always obtain sufficient and precise information from parents about all areas of their child's prior learning. This means she does not have a fully comprehensive overview, from which to plan for their future learning.

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 written comments.
- 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 the suitability of other household members aged over 16 years.

Inspector

Helene Terry

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 and three children in Barnsley, South Yorkshire. The family has a pet rabbit. The whole of the ground floor is used for childminding. The garden is used for outdoor play. The childminder visits the shops and park on a regular basis. There are currently eight children on roll, of whom four are in the early years age group, and attend for a variety of sessions. The childminding provision operates Monday to Thursday all year round except for bank holidays and family holidays. The childminder has an early years qualification at level 3 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:

- explore ways of enhancing opportunities for children to choose resources independently and to recognise that words have a meaning by, for example, labelling boxes of toys
- introduce even more successful ways of supporting parents to share sufficient, precise information about what their children already know and can do when they first join the setting, in order to gain a comprehensive overview of each child's achievement from which to plan for their future learning.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She knows children and their individual needs well, and provides a wide range of activities, which effectively cover the seven areas of learning. This supports children to make good progress, and helps them to take the next steps in their learning and development in preparation for starting nursery or school. The quality of teaching is consistently good. Children are motivated and eager to learn. They join in activities with enthusiasm, and enjoy their time with the childminder. This is because she has a good understanding of how children learn and develop. The childminder gathers some information from parents, and other settings that children attend, to quickly identify children's starting points as soon as they start with her. However, parents are not sufficiently well supported to ensure that all information is shared in sufficient and precise detail, in order for the childminder to develop a fully comprehensive overview of children's achievements. This means that initially, she does not have all relevant information on which to base her plans for children's future learning.

The childminder regularly observes and records children's development to assess and plan for the next steps in their learning. She also tracks children's progress towards the early learning goals, which helps her identify any gaps in children's learning. This ensures that activities and teaching strategies are used effectively to close gaps. The childminder also completes progress checks for children between the ages of two and three years, and parents are also involved in this process. This enables the childminder to identify any additional support a child may need to ensure that they reach their full potential. Information about children's development is frequently shared with parents, together with ideas for supporting them at home. This means parents are kept involved in their children's learning.

The environment is well organised, with resources at child height. However, the childminder does not make the best use of opportunities to fully enhance children's understanding that words have a meaning. This is because, for example, there are signs or labels in the environment for children to refer to as they play and learn. In addition, because storage boxes are not labelled, children cannot easily see what is available for them to play with and are therefore sometimes not able to fully make choices for themselves about what to play with. The childminder promotes children's communication and language skills very well. She follows the children's lead to talk about what they are interested in, and she helps children expand on what they say by introducing and reinforcing more complex sentences. She also encourages children to recall and talk about past experiences and activities so that they describe events in their own words. Consequently, children have lots of opportunity to practice their language skills.

The childminder uses children's interests to engage and motivate them in their learning very well. For example, children practise their fine muscle movements as they manipulate the play dough, and use a variety of implements to make changes, such as scissors and a sausage-making machine. Children are provided with lots of opportunity to use their imagination in the role-play area, when they pretend to bake biscuits in the oven, or use the play figures, doll's house, trucks and cars. Through these activities children express their ideas and feelings, and imitate first-hand experiences. The children are encouraged to 'have a go' at the good challenges set for them by the childminder. For example, she encourages them to be persistent as she helps them solve problems and put the train track together. Consequently, they engage in active learning very well and show pleasure in their accomplishments.

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

The childminder demonstrates a caring manner towards the children. As a result, they are clearly comfortable in her presence. In addition, they relate to her confidently, ask for help when needed and chat happily with her as they play. The childminder takes a keen interest in the children and clearly knows them well. Therefore, children are happy and settled. The childminder uses a good settling-in procedure to support children's emotional well-being. Consequently, children settle quickly and without distress. In addition, the childminder supports them in their move on to nursery and school. Children become familiar with their new environments when they visit school, with the childminder, to drop off and collect older children. They are also taken to playgroups to help them learn to

socialise with other children and adults. This effectively builds emotional security and self-esteem. The childminder places a high priority on encouraging children's positive behaviour. Children learn to share toys and resources, and to be respectful towards each other and her home. She rewards good behaviour with frequent praise and encouragement. As a result, children are calm and behave well.

The childminder's home is organised well and children have a designated playroom in which they have good access to a wide range of resources and activities, at all times. Children have space to play and also to rest quietly if needed. As a result, they learn to make independent choices about how they want to spend their time. The childminder encourages children to look after their environment by tidying up after themselves and putting toys away before they take more out. In addition, they learn how to play safely. For example, the childminder reminds them to move around the play areas slowly so that they do not slip or fall. Through role-play activities she helps children understand about safety in the kitchen. For example, children playing in the home corner are reminded to use the oven gloves when they remove their biscuits from the oven, so that they do not burn themselves. In addition, the childminder encourages children to take risks as they climb, swing and balance on the large apparatus in the parks, so that they build confidence in their own abilities.

Children effectively learn about healthy lifestyles. They frequently play outside and benefit from the fresh air and exercise. They learn about good hygiene practices, such as hand washing through daily routines. The childminder provides a good range of healthy, nutritious meals and snacks. Children eat well, and sit together during mealtimes to promote their health and social skills. They help themselves to drinks when they become thirsty, and the childminder reminds them of the need to drink water regularly. Therefore, children's well-being is effectively promoted.

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

The childminder understands her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates a clear understanding of safeguarding procedures. She is aware of and understands her responsibility to report any concerns she has about children's welfare. The childminder actively promotes children's safety and well-being by planning effectively and risk assessing the home, garden and any outings. The childminder ensures any adults living in her home have completed a Disclosure and Barring Service check. She holds a current paediatric first-aid qualification and is, therefore, able to give first-aid treatment should the need arise. As a result, children's safety and welfare is maintained. All the required records and documentation are in place, and are used to promote children's welfare effectively.

The childminder effectively monitors children's learning. She identifies any gaps and effectively narrows them to maximise learning. The childminder reflects on her practice and the needs of the children regularly. She involves parents and children in her self-evaluation process through regular discussions so that children's needs are met. All of the

areas identified for improvement at the last inspection have been addressed. For example, risk assessments are regularly undertaken to minimise risks to children, and her observations and assessments of the children's progress are effectively used in the planning of the activities to foster children's learning. The childminder keeps up-to-date with changes in legislation, and she has recently updated her safeguarding training to promote children's welfare. This ongoing reflection and evaluation ensures the childminder strives to continue to improve the care and education of the children who attend.

Partnerships with parents and other early years provision that children attend are good. Parents receive useful information about the setting, which means that parents are well informed about the service the childminder provides. For example, parents are encouraged to read the policies and procedures, and the childminder shares information verbally with them each day. Parents comment that they are very happy with the care their children receive. They make comments, such as 'my children are always happy, are eager to attend the childminder's home, and they have an excellent rapport with her'. The childminder effectively works alongside other early years provision involved in children's care and learning to maximise their progress.

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	EY336087
Local authority	Barnsley
Inspection number	873303
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	04/09/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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