

Inspection date	09/01/2015
Previous inspection date	11/07/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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 has a secure knowledge and understanding of how children learn and develop. She observes to assess children's skills and interacts effectively with them, which enhances their learning.
- Children form positive relationships with the childminder, which means they are happy, settled and keen to explore and learn.
- The childminder talks to children, describing what they are doing during play. This means that their thinking is extended and they are appropriately challenged.
- The childminder is committed to her professional development, and as a result, she undertakes regular training courses.

It is not yet good because

- The childminder has not fully met the learning and development requirements of the Early Years Foundation Stage with regard to completing the progress check for children between the ages of two and three years.
- The childminder does not always gather in-depth information from parents about children's level of attainment when they first start to attend in order to support children's progress to the highest levels.

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 taking place in the playroom and viewed the areas of the premises used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including verification of suitability checks for household members.

Inspector

Catherine Mather

Full report

Information about the setting

The childminder was registered in 2004 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 a house in the Darfield area of Barnsley. The playroom and bathroom on the first floor are used for childminding. The family has two dogs as pets. 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 four children on roll, two 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 family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- improve knowledge and understanding of the requirements of the Early Years Foundation Stage with regard to completing the progress check for children aged between two and three years, ensuring that parents and/or carers are provided with a short written summary of their children's strengths and areas where progress is less than expected.

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

- strengthen the information from parents about children's prior skills and capabilities on entry, and use this information to ensure initial planning is built on a comprehensive knowledge of children's existing abilities so that they make the best possible progress.

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. As a result of her underpinning knowledge, she plans purposeful activities, which cover all areas of learning. She regularly observes children and her assessments show that they are making good progress. The childminder plans for children's current interests and identifies next steps in their learning and supports them as required. In addition, children's records are supported well with

photographs of activities that they participate in. Prior to children starting to attend, the childminder seeks information from parents. This includes information about children's routines, likes and dislikes. However, the childminder does not always gain sufficient information from parents regarding children's previous achievements to help her target planning for children's even swifter progress.

Teaching is good and the childminder takes every opportunity to extend children's knowledge and understanding, as she chats with them as they play. The childminder encourages children's language development as she provides running commentaries, which supports children understanding and thinking skills. She offers praise and younger children smile broadly as they have a conversation with lots of smiles and eye contact, which encourages their communication skills. Children are confident communicators and readily express themselves. The childminder provides plenty of encouragement and involves them in conversation to help foster their language development. As a result, children develop their communication and thinking skills. For example, as children play they talk about what they are doing and ask the childminder to help them draw around their feet. She takes this opportunity to sensitively question them about the different sizes of their toes and the patterns on their tights. This helps to develop children's concentration, as they are gaining a range of skills to support their future learning, for example, when they move onto school. Children have sufficient opportunities to make independent choices in their play. They have access to a varied selection of toys and resources that are organised in the playroom, and older children know that they can ask for other toys and equipment. The childminder uses good teaching methods and is actively involved in children's play. For example, children look at books and the childminder talks about what is happening, repeats words and asks a good range of open-ended questions. In addition, the childminder uses props, such as finger puppets so that all children can join in with storytelling.

Parents state in written testimonials that they feel well supported by the childminder and receive individual support and ideas to share with their children at home. The childminder shares information about children's learning and achievements with parents on a daily basis via discussion, photographs and text messages. As a result, parents know what their children achieve. However, the childminder has not completed the written summary for parents in relation to children between the ages of two and three years. This means that the development level and individual needs of these children are not clearly identified to enable additional support or intervention to be secured if and when necessary.

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

Children form secure attachments with the childminder because she is caring and receptive to their needs. As a result, children are confident, settled and keen to explore and learn. Children are clearly very happy and this is evident in the way they laugh, smile and chatter and interactions throughout the day. The childminder is sensitive to their needs and responds quickly if they need her support or reassurance. Children have plenty of opportunities to be independent because the childminder encourages children to take off their coats and shoes on arrival and hang them on a coat peg. Children also learn to put them back on when required. This means that children do not become over reliant on

the childminder, are confident to try new things and persist when they meet challenges. For example, the childminder explains what they need to do as they begin to peel a satsuma.

The childminder has developed good systems to support children's gradual settling-in. They enjoy short transition visits to help them settle. As a result, this promotes smooth transition and provides continuity in their care. Children build strong relationships with the childminder as they are provided with genuine warmth and affection. Furthermore, they receive encouragement and are praised for their efforts and they respond positively to the praise and affection they receive. As a result, this fosters their growing confidence and self-esteem.

Children behave well because boundaries are simple and clear for them to understand and the childminder is calm and consistent in her approach. The childminder is a good role model and children use good manners to say please and thank you. She promotes children's positive behaviour through regular praise and encouragement. Children respond well to the childminder's expectations for sharing and are beginning to develop an understanding of how to play cooperatively. Opportunities for children to learn about healthy lifestyles and the benefits of fresh air and exercise are promoted well by the childminder. For example, children walk to and from school and regularly visit the local parks and places of interest, such as local farms and woodland. This means that children's physical and social experiences are supported well, as they learn to take manageable risks on play equipment. This means that they learn about being physically active and how exercise contributes to keeping them fit and healthy. Children's health and self-care routines are encouraged by good hygiene procedures. For example, hand washing routines are encouraged after going to the toilet and before mealtimes. Children enjoy a varied and nutritionally balanced menu, which includes fresh fruit and vegetables. As a result, children develop a positive attitude to new tastes with support and encouragement from the childminder, which further promotes their self-confidence.

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

The childminder demonstrates a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training and is fully aware of the procedure to follow should she have a concern about a child in her care. Children are safeguarded well because the childminder clearly understands her role and responsibilities, which are underpinned by a comprehensive set of policies and procedures. Since the last inspection the childminder has improved risk assessments and further developed the use of self-evaluation, including seeking the views of parents and children. Recently all parents completed questionnaires and the childminder uses these to reflect on her practice. This demonstrates her commitment to continually improving practice, to meet the needs of the children in her care. The childminder holds a current paediatric first-aid certificate and also ensures that medication records are appropriately maintained.

The childminder demonstrates sound knowledge of each child's stage of development. She

tracks children's learning to ensure that they are making progress and through her observations identifies next steps in learning. The educational programmes reflect the children's interest, age and stage of development. The childminder identifies next steps and any gaps in children's learning and plans activities and experiences to meet their needs. In addition, she works in partnership with other early years providers that children attend, to gather and share information about children's learning and development. This shared approach to children's learning means that they benefit from continuity in their learning.

The childminder establishes positive relationships with parents. She spends time at the beginning and end of the day to exchange relevant information about children's care and learning. Parents report that they feel extremely assured that their children are happy and they feel confident leaving them in the childminder's care. The childminder shares children's daily communication books with parents and asks them to contribute their view via questionnaires and verbal exchanges. As a result, the childminder is able to take account of their views when reflecting on her practice, which helps her to identify her strengths and weaknesses. Furthermore, the childminder understands the importance of working in partnership with other settings that children attend. For example, she finds out what they are doing at nursery and school. This means that she can complement this to promote continuity in children's learning. In addition, good links with other childminders in the local area have been established, to ensure that mutual support and ideas for effective practice are shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY269609
Local authority	Barnsley
Inspection number	872732
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11/07/2012
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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