

Inspection date

Previous inspection date

10/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are cared for in a nurturing and supportive environment. They are happy and form close bonds and attachments with the childminder. She makes good use of praise, which effectively promotes their confidence and self-esteem.
- The childminder plans activities and experiences that take account of children's interests and skills. These are used as an opportunity to further develop and encourage children's learning so they make good progress in their development.
- Children benefit from a good balance of adult-led and child-initiated activities. These ensure that children experience variety in their play and learning.
- The childminder displays a very good understanding of how children learn and develop, and uses every opportunity to support their learning through her own enthusiasm and timely responses.

It is not yet outstanding because

- There is scope to enhance the use of self-evaluation even further, to ensure that improvements made, are reviewed and evaluated with regard to their impact on children.
- Opportunities to encourage children's self-reliance and independence skills, such as pouring their own drinks, are not consistently used.

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, her assistant and children at appropriate times during the inspection.
- The inspector observed children during play indoors and in the garden.
- The inspector looked at a range of documentation and children's learning and development files.
- The inspector took account of the views of parents, provided in written testimonials.

Inspector

Catherine Mather

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and one child aged 12 years in the Kexbrough area of Barnsley. The whole ground floor of the house is used for childminding, including a downstairs toilet. The childminder attends a local 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. The family has a dog.

There are currently 14 children on roll, 12 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 Bank Holidays and family holidays. She holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance the effectiveness of the self-evaluation process by monitoring and reviewing the effect of any improvements made, in order to ensure that they have the maximum impact on raising children's achievements over time

- review routines to support children's growing independence as they do things for themselves, such as pouring their own drinks.

Inspection judgements

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

Children are happy and content with the childminder because she takes good care to understand their individual needs. They benefit from her secure knowledge of the areas of learning, and children are well supported. She identifies priorities for children's future learning and builds on their interests and current capabilities. In preparation for the skills children will need for early writing, the childminder provides activities which encourage them to make marks for a purpose. For example, during a painting activity, children choose from a selection of both large and small brushes. This means that they have opportunities to strengthen hand muscles and develop their hand-eye coordination. Communication and language skills are given high priority and are effectively promoted because the childminder gives children time to talk and respects their efforts and ideas.

Children ask for green paint, the childminder provides them with several shades of green and sensitively questions them about the differences. As younger children begin to explore the paint with their hands, she provides them with paper so that they can do hand prints. As a result, this means that they have opportunities to explore colour, texture and space. Children enjoy trips to places of interest to enjoy learning in the wider environment; this promotes their growing understanding of the world around them. They visit a local farm and see animals, such as pigs, chickens and sheep. The childminder extends this learning by looking at books to help children identify the animals they have seen. This means that they make connections in their learning.

Children confidently explore the child-centred learning environment, independently accessing resources of their choice. Mathematical concepts and number language are routinely introduced into children's play. For example, the childminder encourages children to make size comparisons as they play with bricks and they count how many they have used. There is a good balance of child-initiated and adult-led activities, and she plans these to support children's individual needs and promotes the characteristics of effective learning. The childminder plans activities which take into account children's starting points. She considers the different ages of children to ensure that the educational programmes support their individual next steps of learning. They benefit from a good range of interesting activities and suitably challenging experiences that promote their learning in all seven areas. For example, children play outside and make marks on the fence with chalks, and they have tremendous fun with 'squeezy bottles' which are filled with water. As they watch their chalk marks change as they become wet, the childminder talks to them about what is happening. This sustained shared thinking helps children to explore ideas. Consequently, children are active and inquisitive learners who are acquiring the skills they need to be ready for the next stage in their learning.

The childminder's observations, assessment and individual planning methods closely monitor children's progress. She records children's achievements and uses the Development matters in the Early Years Foundation Stage guidance to help her identify if a child is showing typical development for their age. The childminder uses the information from her written assessments of children's learning to plan for their future learning. Parents are encouraged to discuss the next steps in their children's learning and to share details of their child's interests and achievements at home. The childminder has daily discussions with parents about what their child has been participating in. She understands the importance of strong relationships and the impact on children's learning at home. The childminder identifies children's starting points through detailed discussions with them and her own initial observations. She observes and assesses children's ongoing progress, identifies their learning needs and plans play opportunities to support these. This means that children take part in a range of activities that are tailored to their current interests and abilities. Therefore, they make good progress in all areas of their learning, which prepares them well for their transitions to pre-school and school.

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

Children benefit from secure attachments with the childminder. Consequently, this provides a strong foundation for their social and emotional development. The caring,

nurturing environment helps all children to feel valued, safe and secure. This means that children have a strong sense of belonging as they make informed choices about how they will spend their time. The childminder is a good role model, and children use good manners as they say 'please' and 'thank you'. For example, they are encouraged to share the chalk and are given good explanations about being kind. They listen to what the childminder says and respond positively to simple explanations and reasoning. As a result, children play happily with each other and are developing good relationships with their peers.

Care routines and needs are discussed with parents prior to admission. The childminder offers short settling-in periods, and this helps children to make the transition between their home and the setting. As a result, children settle quickly and benefit from consistent care that ensures their individual needs are well met. Children are occupied and happy, therefore, their behaviour is good. The childminder acknowledges their kindness, which helps them to develop good personal and social skills. She encourages children to 'have a go' at doing things for themselves. For example, younger children attempt to put their shoes and coats on before going outside to play. However, further opportunities to encourage children's self-reliance and independence skills, such as pouring their own drinks during snack times, are not currently part of the daily routine. The childminder provides children with a running commentary and, therefore, they see and hear a sequence of actions relating to familiar routines, such as preparation of snack time.

The childminder has a clear understanding of how to promote the health and safety of the children in her care. She understands the importance of physical exercise and fresh air, and children enjoy visits to local parks where they can learn to take manageable and well-supervised risks as they clamber on play equipment. The childminder provides children with nutritious snacks and lunch, and they understand the importance of healthy balanced diets as they talk about food and comment that they like 'chicken dinners'.

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

The childminder successfully meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. High priority is given to keeping children safe. The childminder reduces potential risks by completing risk assessments in her home and outdoors. Children are well supervised and are always within sight or hearing of the childminder. She has undertaken safeguarding training so has a good understanding of her duty to protect children and knows what to do should she have any concerns.

The childminder has created very positive relationships with parents and from the outset they are involved in their children's learning. Consequently, parents say they feel very included in their child's learning and development, and are extremely complimentary about the care the childminder provides. Parents contribute to their children's learning by sharing information about what children are learning at home. They say how well their children settle and they are kept well informed about the progress they make. As a result, children benefit from continuity and are progressing well. These effective partnerships are

underpinned by a very good two-way flow of verbal communication; this means they are well informed about the provision. Partnership working is highly valued by the childminder and she is very clear about her responsibility to work with other professionals. She understands how to access appropriate support for children when or if necessary.

The childminder's secure knowledge of how children learn contributes positively to her implementation of the learning and development requirements. As a result, observation, assessment and planning processes are effectively used to monitor children's ongoing development. Overall, the childminder's process for self-evaluation is developing well. She includes the views of parents and has a clear picture of what she wants to do in order to maintain improvements to her provision. However, there is room to enhance the evaluation process by monitoring and reviewing the effectiveness of any improvements made, so that the childminder knows how successful they have been in raising children's achievements and can make further adjustment when necessary. The childminder demonstrates commitment to continually developing her provision. She strives to improve her practice by increasing training and further developing areas, such as the garden, to include planting and growing activities.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY436001
Local authority	Barnsley
Inspection number	794030
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	not applicable
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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