

Inspection date	14/08/2013
Previous inspection date	25/10/2011

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		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 is satisfactory

- The childminder demonstrates that children's individual needs are clearly understood and planning of the activities ensures a balance of child-initiated and adult-led activities.
- A good range of interesting, stimulating activities are available. Access between learning environments encourages children's decision-making skills.
- Through discussions the childminder explains how she helps children to lead healthy lifestyles and the enjoyment of the outdoors to extend their learning.
- The childminder has a good range of policies and procedures in place, to protect the children whilst they are in her care.

It is not yet good because

- Although the childminder supports children's physical skills well, there are fewer opportunities for them to develop cooperative and creative skills using large objects and structures.
- There is scope to improve children's understanding that print and labels have a meaning in the environment to help children's understanding of words.

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 the premises and resources and spoke with the childminder throughout the inspection.
- The inspector observed the provision for the children outdoors.
- The inspector looked at children's assessment records and a range of the childminder's documentation.

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 her adult son and nine-year-old daughter in a house in Barnsley, South Yorkshire. Areas of the home used for childminding include two playrooms on the ground floor, kitchen and a bathroom. The rear garden is used for outdoor play. The family has a dog.

The childminder attends toddler groups each week. She visits the shops and park on a regular basis. The childminder collects children from the local schools.

There were no children present during this inspection to inform judgements. However, there are currently 13 children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder also cares for children over five years of age. The childminder operates all year round except for 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:

- strengthen children's physical development by providing opportunities for them to play cooperatively with their peers and be creative in building large structures by providing objects, such as crates, cardboard boxes and planks of wood
- develop further the learning environment to help children understand the meaning of print and what words for by using names and labels on cupboards and boxes of toys.

Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn and she discusses how she provides a stimulating and well-organised environment for them. She explains how she supports the children in making their own choices inside and outside the home. Documentation, for example children's development records, show that they are making good progress in their development from their starting points. As a result, children are developing skills for their future learning. Discussions with the childminder reveal that

she makes good use of the local area and the children regularly enjoy trips to the park, play areas and to groups, where they have opportunities to interact and socialise with other children and adults. The learning environment is well organised, allowing children to play freely between the playrooms and the outdoor play areas. However, opportunities to enable children to understand that written words have a meaning are few because containers in which children's resources are kept are not labelled. There are lots of resources outdoors to extend children's physical skills and to promote learning for those children who learn better outdoors. However, there are fewer resources that provide sufficient challenge to enable children to build create interesting models by using objects, such as large cardboard boxes, crates and planks of wood.

Children's development records show that they are learning to be independent, for example, the childminder encourages toddlers to put on their own shoes and she helps them in their toilet training. The childminder also provides choices for the children, such as deciding on the resources they wish to play with and which filling they would like and their sandwiches. Through discussions the childminder shows that she is aware of the characteristics needed for learning. For example, a child who particularly likes playing with dolls on her own is encouraged into other activities, such as painting and play dough by having the doll sitting with her and pretending to also take part in the activities alongside the childminder. The childminder demonstrates that she extends children's communication language skills effectively by reading books with the children and singing songs. Children's records show that the childminder helps children with sentence formation and the pronunciation of new words by repeating back to the children in the correct way.

The childminder's records show that she makes observations and assessments of each child's progress and identifies the next steps in children's learning, which links into each child's individual play plans. These records and play plans are shown to parents and parents are encouraged to add their own comments to enhance the two-way relationship in developing children's progress. This also helps parents extend the children's learning at home. Records show that children take part in some planned activities and also have many opportunities to initiate their own play. The childminder also completes children's progress check at age two effectively. Parents are also fully involved in this process.

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

The childminder demonstrates a positive approach towards inclusion. Through discussions she explains how she works closely in partnership with parents to meet the individual needs of all children. The childminder shows a good understanding of each child's unique needs and has detailed information on the children's record forms of individual requirements. Children take part in activities that help them understand about people's similarities and differences so that they learn to respect and value others.

The childminder explains how she works closely with the parents to find out about the children's individual needs. These are then used to settle children into the childminder's home through a gradual settling-in process. Effective systems are in place to ensure the children have a smooth move to other early years settings, or to school. The childminder

discusses how she supports parents through this process by occasionally taking children to the school's settling-in visits. Through discussions the childminder explains how she is consistent in her approach to behaviour management. Clear and concise boundaries are set and are taught well to the children. Methods used to promote positive behaviour include praise and encouragement, explanations and the encouragement of empathy and occasionally time out the short periods of time.

The childminder demonstrates how she helps children learn about keeping healthy. She states that it is a 'no smoking home' and no one is allowed to smoke on her premises when children are present. She shows how good hygiene practices are followed, such as washing hands, brushing teeth after meals and children use individual wipes to prevent the spread of infection. Pet hygiene is fully considered. The childminder states that children access the outdoor play areas regularly so that they benefit from fresh air and exercise. The childminder explains how she encourages children to be safe in the sun. For example, high factor sun cream is regularly applied and children have a shaded area in the garden where activities are placed to keep children out of the sun at particular times of the day. The childminder discusses how children learn about a healthy diet to keep them healthy. Children help plant and grow a variety of fruit and vegetables and then help prepare and eat the produce. The childminder states that children have recently enjoyed strawberries, parsnips, carrots and broccoli. The menus are provided for parents so that they can make decisions about the food that the children eat. The childminder provides healthy choices, which includes a no salt in their diet to further support children's health.

The childminder explains how she helps children understand about keeping themselves safe. On outings children learn about road safety, for example, older children are encouraged to walk in pairs on the pavement and to stop, look and listen before crossing roads. They also learn about stranger danger and on a recent visit to a gala the children had experience of talking with fire fighters about fire safety and exploring fire engines.

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

The childminder demonstrates that she has a strong understanding of child protection and how to protect the children in her care. Furthermore, she has attended advanced safeguarding training to update her skills. Through discussions and observations of the documentation the childminder shows that she is meeting all the safeguarding and welfare requirements. Robust risk assessments are in place for both the home and for all outings the children undertake. The childminder demonstrates how children are kept safe at all times. The childminder's register of children's attendance shows that she maintains adult to child ratios at all times. The childminder discusses how she effectively supervises children to ensure that both the older and younger children's needs are met effectively both inside and outdoors. The childminder uses two enclosed gardens that are adjacent to one another where activities can be separated to meet the differing needs of the age groups of the children who attend.

The childminder demonstrates that her partnerships with parents are strong. Parents receive good information about the provision for the children including a range of policies

and procedures, newsletters and daily diaries about children that are passed back and forth. The childminder discusses how she works effectively with other agencies caring for children, such as the local nursery by sharing information about children's development. This further supports children's learning and continuity of care for the children. The childminder also works closely with other agencies to promote the care of children of the age of five years.

The childminder demonstrates how her self-evaluation systems work effectively to support the service she provides for children and their parents. The childminder is aware of her key strengths and the areas she is currently working on. The recommendations highlighted at her last inspection have been addressed to enhance the children's learning and development. Since her last inspection she has further developed the indoor and outdoor play areas to enhance opportunities for children's learning. The parents share their views through verbal feedback and the children share their thoughts on the activities offered. For example, the childminder states that children have chosen trips out that they would like to do during the school holidays. These are all used to shape the service that is provided. The childminder explains that she works closely with the local authority's development workers and acts on any recommendations given to enhance the provision. The childminder states that she attends regular training to update her skills and knowledge and she is currently working towards a National Vocational Qualification at the level three in Early Years Practice.

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	EY342252
Local authority	Barnsley
Inspection number	932370
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	25/10/2011
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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