

Inspection date	23/05/2014
Previous inspection date	01/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress because the childminder has a sound understanding of how children develop and uses a range of effective teaching strategies to extend their learning.
- The childminder demonstrates a sound understanding of her responsibilities to safeguard children and implements a range of policies and procedures to ensure that all children are kept safe.
- Children are learning to be kind to others and demonstrate excellent manners because the childminder sets high expectations and models acceptable behaviour.
- Strong partnerships between the childminder, the parents and teachers at the local nursery school are used effectively to share information and provide continuity of learning for children.

It is not yet outstanding because

- The childminder does not always take note of when children are demonstrating characteristics of effective learning. As a result, opportunities to further promote children's explorations and thinking skills 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 toured the areas of the premises used for childminding.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector looked at a range of documentation including letters from parents, policies and procedures.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed the children's files that contained observations, planning and assessments.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults in the home.

Inspector

Alison Byers

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 husband, who is a registered assistant and son aged 10 years in Mapplewell, near Barnsley. Children have access to the ground floor including the kitchen, lounge, playroom, conservatory and toilet. There is a fully enclosed area to the rear of the property for outdoor play. The family has a dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and she collects children from the local schools and pre-schools. There are currently five children on roll in the early years age group. They attend for a variety of sessions. The childminder provides support for children who speak English as an additional language. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of 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:

- focus more precisely on the characteristics of effective learning when making observations of children so that further opportunities to support the development of thinking skills can be planned for and maximised.

Inspection judgements

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

The childminder uses her understanding of how children learn to provide children with activities that interest and challenge them so their continuous development is promoted. She has a keen focus on the key skills and knowledge children learn during their early years and that are necessary to be ready for school. The childminder ensures that they gain these by learning through play and she incorporates a wide range of different areas of learning into activities. She complements activities with suitable support and interactions to further develop children's learning. For example, children enjoy playing with play dough and using their imaginations to make snowmen and sausages. Through the activity they are learning to use a range of tools for cutting and rolling that develop their fine motor control. The childminder teaches children how they must hold the dough still with one hand and cut with the other. Children are learning their colours as they talk with the childminder about the different tubs of dough and name the animal cutters. All the time the childminder provides sensitive and appropriate support to develop their communication and language skills. For example, the childminder carefully repeats children's words and phrases to reinforce their learning and by allowing them time to think and answer her questions. Children demonstrate their understanding of number by using numbers spontaneously in their play. The childminder extends their learning by teaching

them how to count objects and talking to them about what happens when they add some more. The childminder plans resources carefully and children are learning how people are different as they play with figures and dolls that reflect diversity and stimulate conversations with the childminder.

Regular observations of the children made by the childminder support her detailed knowledge of individual children. Observations are recorded in a diary and describe what the children are learning. Links are made between the observations and the different areas of learning and the childminder uses them to inform assessments of children's progress that she tracks over time. The childminder routinely reviews her observations and assessments to enable her to plan the next steps in each child's learning. Plans reflect children's current interests, make use of information from parents and identify the skills and knowledge they are working towards. The childminder plans the resources and activities that will be needed and considers her role in supporting their next steps. Currently, the childminder focuses her observations and assessments of children on the different areas of learning. She does not as effectively make use of examples of the children demonstrating the characteristics of effective learning. Consequently, the childminder is not maximising all opportunities to further promote children's exploration, experimenting and thinking skills.

Parents are kept well informed about their children's progress because the childminder shares the observation diaries and development plans with them. The childminder talks to parents daily when children are dropped off and collected. Consequently, there is a continuous flow of information about what they are doing at home and what they have done with the childminder. As a result, parents and the childminder are able to provide continuity for children's learning and development. The childminder provides a valuable link between parents and the local school's foundation unit where a number of children attend. She communicates effectively with both parties to ensure that children's individual needs are met as they prepare to start full time school. Parents report high levels of satisfaction with the care and education the childminder provides. They say how their child has blossomed both socially and developmentally and the remarkable improvement in their child's speech.

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

The childminder provides a warm and welcoming environment that children enjoy coming to. She understands the importance of building relationships with children so that they feel secure in her care. For example, she provides continuous reassurance for them during the first few days and gently includes them with other children's play. As a result of this close attention, children settle quickly and form secure attachments to the childminder. Parents report how much their children love spending time at the childminder's house. Daily discussions with parents ensure that the childminder understands children's individual needs and provides continuity of care with that at home.

Children are becoming independent because the childminder encourages them to complete daily routines themselves. For example, younger children are able to put on their own shoes and pull up their trousers after having their nappy changed. Hygiene routines

are reinforced from a young age as children are asked to wash their hands with the childminder before and after nappy changing. Children learning to use the toilet are proud of their achievements because the childminder provides sensitive support and praises all their attempts. The childminder makes use of her garden to offer children fresh air and exercise, as well as using local facilities that allow children to climb, run and jump. Children are learning about healthy eating because the childminder talks to them about what foods they should take on a picnic and they make different foods out of play dough.

There are high expectations set by the childminder about behaviour and children demonstrate excellent manners at all times. The childminder leads by example using please and thank you at all times during play and praising children for their manners. Children are kind and demonstrate how they are thinking about others by sharing out the play dough and offering some to the childminder. Children are learning how their actions have consequences and that they must apologise to others they have hurt when they throw a toy. The childminder deals calmly and effectively with incidents and talks to children about what is appropriate behaviour. She is teaching the children to share and take turns so that they are able to play together. The childminder explains to children that they must not stand on the chairs because they might fall and hurt themselves. As a result, children are beginning learn how to keep themselves safe and understand how to manage their own risks. The childminder uses praise to reinforce all aspects of children's learning and support their developing confidence in their own abilities. Children's self-esteem is growing because the childminder values them all as individuals by listening to them and displaying their pictures on the wall. Overall, the childminder has a clear understanding of how to support children's emerging personal, emotional and social skills in preparation for school.

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

The childminder has a secure understanding of her role and responsibility in safeguarding children. She completes regular safeguarding training to an advanced level that keeps her knowledge up to date of how to recognise potential issues and what she should do if she had concerns about a child. There are suitable policies in place to support the childminder's practice and allow her to share her procedures with her assistant. All adults associated with the childminder's home have appropriate suitability and vetting checks in place. The childminder completes detailed risk assessments and daily checks to ensure that the children can play safely. All the policies and procedures are regularly reviewed and shared with parents before their children start attending.

The system of observation and assessment allows the childminder to monitor the breadth of the educational programme she provides. She tracks children's progress across all the areas of learning using information about children's expected development. Consequently, any aspects of development children are not making progress in are quickly identified. Tracking information is complemented by the childminder's detailed knowledge of individual children and how they have made good progress since they started in her care. Children who speak English as additional language make especially good progress, as a result of her attention to their individual needs. She uses effective strategies for

supporting the development of their communication and language. The childminder has improved her knowledge of child development by completing a relevant qualification in the early years. As a result, she has a better understanding of how to plan for each step in children's learning. The childminder is part of the local authority quality improvement programme. She receives regular support from the development officer to guide her self-evaluation and devise an action plan. Consequently, she is constantly looking at ways to develop her practice and improve outcomes for children.

The childminder works in partnership with parents on a daily basis to support children's development. She has also built strong and effective partnerships with the teacher at the local school where a number of children attend the foundation unit. The childminder shares information with staff before children start so they are well informed about children's current levels of ability. Teachers share their topic planning with the childminder and detailed information about specifically what aspects of language children are working towards. The childminder is then able to incorporate this into what she is doing with the children. For example, she supports their understanding and use of positional language by asking children to put their shoes in the basket or under the rack. The local children's centre is visited regularly by the childminder to meet with others and make use of the garden and resources that can be borrowed. The childminder is well regarded by other professionals and has received recommendations from staff at the children's centre.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY318621
Local authority	Barnsley
Inspection number	878050
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	01/06/2009
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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