

Inspection date	14/07/2014
Previous inspection date	01/12/2008

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 uses good teaching skills to extend children's learning. She plans purposeful play and a good balance of adult-led and child-initiated activities that ensure children make good progress towards the early learning goals.
- Children are happy and form secure attachments with the childminder. Consequently, children settle quickly and have a sense of belonging, which fosters their confidence.
- Children are safeguarded because the childminder has a strong understanding of her roles and responsibilities. She effectively implements policies and procedures that enable her to keep children safe.
- The childminder has positive relationships with parents and carers. As a result, children experience continuity and consistency of care.

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 boxes and drawers containing resources, are not clearly labelled.
- There is scope to further enhance children's understanding of how positive hygiene practices contribute to their good health to maximise their 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 the childminder's own parent questionnaires.
- 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 childminder and other household members aged over 16 years.

Inspector
Helene Terry

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 13, 11, six and four years in Barnsley, South Yorkshire. The whole of the house is used for childminding. The rear garden is used for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local school. There are three children on roll, of whom one is in the early years age group and attends for a variety of sessions. The childminder operates all year round, except for family holidays.

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, for example, by labelling boxes of toys

- enhance children's understanding of how positive hygiene practices contribute to their good health, for example, by helping them to understand why they need to wash their hands before meals and snacks.

Inspection judgements

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

Children are very well supported and make good progress in their learning and development because the childminder's knowledge and understanding of how each child develops and learns are strong. The childminder has a detailed knowledge of children's progress in all areas of their learning. She uses her own observations, along with information from parents, to assess what children know and can do. She identifies children's next steps in their learning and plans an exciting range of activities that are based on each child's interests. Parents contribute to the planning process by providing information about their child's interests and experiences at home, both when children join the setting and on an ongoing basis. This means that the childminder is able to make precise and effective plans for children's learning. The childminder tracks and monitors children's progress towards the early learning goals. This helps her identify any additional support or challenge a child may need to enable them to reach their full potential. The childminder also completes children's progress checks between the ages of two and three years. Parents are involved in this process to ensure continuity of care and learning.

The childminder gives a high priority to supporting children's communication and language skills. For example, she constantly asks open-ended questions to encourage children to

think and to help develop their vocabulary. As a result, children communicate well and enjoy the flow of conversation with the childminder. Children thoroughly enjoy their time with the childminder. They are keen to involve her in their play as she sits close to them to support their learning. Good use is made of one activity to support development in several areas of learning. For example, as children play with the dough and make animal shapes, the childminder talks with them about the different food that animals like to eat. As they decide that rabbits like to eat carrots, the childminder further extends learning by asking, 'Where do carrots grow?' Do they grow in the ground or do you think they grow in the trees?' She waits for children to think and respond in their own time, so that they can explore the options and develop critical thinking skills. In addition, children learn about where milk comes from and they talk about food that is good for them. The childminder supports children effectively to talk about past events and experiences to extend their speaking skills when she ask them questions about what they did when they went to feed the horses.

Children develop their fine muscle movements as they use tools, such as knives, shape cutters and rolling pins to make changes to the dough. She helps children develop their imagination and creative skills as children make their own representations of ladybirds. For example, she asks, 'What do ladybirds need to walk?', 'How many legs have they got?' and 'What do they use to fly?' Therefore, children create with purpose in mind. The childminder provides lots of opportunity for children to use and practise their number skills. For example, as children play with a 'mouth model' and make teeth from the dough, the childminder encourages them to estimate how many teeth are needed to fill the mouth. They then proceed to count. The childminder extends this activity further to enable children to learn to calculate. For example, she helps children to count how many more teeth are needed once the mouth is nearly full. Therefore, children learn to count and calculate as they have fun. Children also have lots of opportunity to use information and communication technology to solve problems and complete programmes on electronic tablets. Consequently, children develop the skills that they need in readiness for school.

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

Children settle quickly because the childminder is skilled in engaging them in the activities. They form secure bonds and attachments, consequently, their emotional well-being is effectively fostered. Each child has an individually tailored settling-in period to ensure that their needs are met. The childminder works closely with their parents from when children first start. This supports their successful transition from their home into her setting. The childminder also effectively supports children in their move onto nursery and school. For example, she attends settling-in visits and reads books with children about major changes in their lives. Role play is used to enable them to express their thoughts and feelings. In addition, children become familiar with the school premises and the teachers when the younger children go with the childminder to the school to collect the older children. Therefore, they become familiar with the environment and routine.

The childminder offers a balance of freely chosen play and organised activities across the day. The resources are of a good quality and the childminder rotates the toys regularly. In the main, she helps children to make choices about what to play with, extending their

independence. The learning environment is well organised. However, many of the resources are stored in boxes that are not clearly labelled. This does not make the best use of opportunities to fully enhance children's understanding that words have a meaning and their ability to fully make choices about the resources that are available. Through the childminder's warm interactions, children feel special and valued. She uses lots of praise and encouragement for children's achievements, which boosts their self-esteem. Children are well behaved and learn to share and take turns as they play games and take part in the activities. This promotes their social skills well.

Children develop a good understanding of how to keep themselves healthy and safe. They learn about good hygiene practices through everyday routines and activities. For example, as they play with the 'mouth model' and dough, the childminder talks with the children about good oral hygiene practices. However, she does not fully promote children's understanding of how good hygiene practices, such as washing their hands before meals and snacks, which contributes to their good health. The childminder helps children learn about food that is good for them as they play, including food that is good for their teeth. She provides meals and snacks, which are healthy and nutritious and drinks are accessible at all times to keep children hydrated. Children have good opportunities for exercise and fresh air. They go on outings to the park and use the resources in the garden to promote their physical development. Children learn to take risks, such as climbing the slide, while they are well supervised. This helps children grow in confidence and boosts their well-being.

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

The childminder demonstrates a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is able to protect children in her care because she has a clear, experienced understanding of her role, responsibility and procedures to follow, in order to safeguard children. For example, she ensures that she keeps her knowledge up to date by attending regular safeguarding training. All adults in the home have been checked to protect children's safety. The childminder risk assesses the environment, indoors and outside, to minimise risks to children as they explore the environment. Policies and procedures are regularly reviewed and effectively underpin the childminder's practice.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She effectively monitors her planning, the delivery of the educational programmes and children's individual progress. Therefore, any gaps in children's development are quickly identified and interventions are put in place to maximise progress. The childminder is keen to consistently improve her practice and she effectively evaluates her setting. For example, she has addressed all the previous actions and recommendations identified for improvement from her last inspection to enhance children's welfare and development. The childminder works closely with the local authority's development officer as part of her quality improvement plan. She successfully identifies her strengths and areas for development, so that she continually improves. She regularly completes training courses to enhance her skills. Recent courses have included

child-centred assessments, transitions and equality and diversity. Skills learnt are put into practice to enhance her provision and improve the outcomes for the children. She seeks the views of parents and children as part of her self-evaluation and sets herself action plans to address any issues. As a result, the childminder has a good capacity to continually improve.

The childminder has positive relationships with parents. She regularly shares information with them about the children's routines, achievements and the activities that they take part in. This is mainly done through discussions and social media. Confidentiality is addressed and maintained. Parents receive good information about the setting, including the policies and procedures. There is also a good deal of information displayed on the noticeboard. This ensures continuity of care and learning for the children. The childminder has good links with the other early years provision that children attend to extend their learning. For example, she obtains information about children's interests and topics that they are following in nursery or school, so that she can support learning experiences. Therefore, children's needs are met very well.

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	EY229696
Local authority	Barnsley
Inspection number	872516
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	01/12/2008
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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