

Inspection date

03/09/2014

Previous inspection date

29/10/2008

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

- Children's learning is purposefully promoted as the childminder constantly adapts her teaching, to ensure activities are tailored to meet their individual needs.
- The childminder provides a warm, welcoming environment where children feel at home and form good attachments with her, which supports their emotional well-being.
- Children are kept safe because the childminder demonstrates a good knowledge and understanding of safeguarding issues and who to contact in the event of a child-protection concern.
- The childminder has positive relationships with parents and other early years providers that children attend. As a result, children experience continuity and consistency of care and learning.
- The childminder thoroughly monitors and evaluates her setting to ensure her practice is constantly evolving and improving, which enhances children's experiences over time.

It is not yet outstanding because

- The childminder does not always provide opportunities for children to make marks or write in different situations to enable them to understand that print and writing has a purpose and meaning.
- Opportunities for children to develop their independence skills are not fully maximised because the layout of the environment does not fully encourage them to initiate their own play.

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 their letters.
- 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 the childminder and other household members aged over 16 years.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Barnsley, South Yorkshire. The lounge, conservatory and kitchen on the ground floor and the bathroom on the first floor are used for childminding. The rear garden is used for outdoor play. The childminder visits the shops and park on a regular basis. There are currently six children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates from 7am to 6pm, all year round, except for bank holidays and family holidays. She has an early years qualification at level 3. The family has two dogs.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn that print and writing has a meaning, for example, by providing writing materials during role-play activities
- explore ways of enhancing opportunities for children to confidently initiate their own play ideas, for example, by providing a wider range of resources that they can access independently.

Inspection judgements

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

The childminder shows a very good understanding of how children learn and develop. She collects detailed observations and frequently assesses the progress children make towards the early learning goals. The childminder uses the information she gathers to plan tailored next steps that reflect children's individual interests and learning needs. Therefore, children make good progress. The childminder uses a computer software package to support her work and parents have access to their own children's development records on the system by using a password to protect confidentiality. Parents are involved in the initial assessment of their child, so that activities meet their needs from the start. In addition, parents are encouraged to make comments on their children's progress and are given ideas on how to extend their learning at home. Consequently, this enhances children's progression to the next stage in their learning. The childminder effectively completes the progress check for children between the ages of two and three years. She works closely with parents to ensure that the information provided is clear and accurate. This enables her to promptly address any areas of possible delay.

Children respond positively to the range of interesting and stimulating activities that the

childminder plans for them in accordance to their interests and abilities. They have opportunities to take part in a wide range of activities to extend all areas of their learning over a period of time. However, the organisation of the toys and activities does not always allow children free access to a wide range of equipment. This means that opportunities for independent learning are not fully maximised. Children are keen to explore and be active. For example, children become fully engrossed in pretend play. The childminder provides the children with resources to enable them to use their imaginations and relive past experiences. Children's communication and language skills are also extended very well. For example, children follow instructions confidently and develop their listening skills as the childminder orders a list of food. She supports them to remember the different items as children collect them together. Children then excitedly pretend to prepare the food on the toy cooker. The childminder is adept at using spontaneous activities to extend children's learning. For example, she brings mathematical concepts into activities as she encourages children to observe the difference in the size of the plates. Children are encouraged to use their estimation skills as they search for plates that the toy chicken will fit on. They also compare size and problem solve as they match lids to pans. The childminder introduces mathematical vocabulary into the activities very well by using words, such as 'smaller' and 'bigger', when she asks, 'Can you find a pan that is bigger than this one?' As a result, children begin to sequence and categorise objects well.

Children learn about their environment as they grow flowers and vegetables in the garden. This develops their understanding of growth, decay and changes over time. The childminder promotes children's literacy skills well. Children enjoy books and they freely access them. However, there are fewer opportunities to further enhance children's early reading and writing skills. For example, by providing writing materials during role-play activities, such as pencils and paper, so that children can pretend to record food orders. The childminder provides lots of opportunities for children to express their thoughts and ideas through creative activities. For example, children use scissors to cut materials to create pictures. As a result, they develop good hand and eye coordination skills. In addition, they paint and draw freely. Consequently, children develop good skills in readiness for school.

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

Children settle well into the childminder's home because she works closely with parents to understand their needs. She gathers lots of information about children's routines, interests and abilities. This enables her to support children effectively, as they transfer from their home to the childminder's setting. Relationships between children and the childminder are warm and affectionate. Children show confidence and enjoy their time in her home. In addition, the childminder also supports children emotionally in their move onto nursery and school. Children become familiar with their new environments when they visit school to drop off and collect older children. They also visit school on special occasions, such as during the harvest festival. Children are taken to playgroups by the childminder, to help them learn to socialise with other children and adults. This builds their emotional security and self-esteem. Children behave well due to consistent boundaries and positive encouragement by the childminder. They learn to share and take turns through activities

and games and make firm friendships. Therefore, their personal, social and emotional development is extended very well.

The childminder organises her home generally well, so that children move around freely and safely. Children's artwork is prominently displayed to provide a welcoming environment that promotes their self-esteem. They have opportunities to be independent in the environment. Children choose from the resources made available to them and help to prepare their own snacks and drinks by cutting up their fruit. The childminder helps children to understand how to keep themselves safe. For example, she talks with them about the safe use of knives and how to cross roads safely on outings. In addition, she encourages them to take risks as they climb, swing and balance on the large apparatus in the parks, so that they learn to build confidence in their own abilities. As children take part in role-play activities, the childminder helps them understand how to keep themselves safe around hot food and cookers. Consequently, this promotes children's self-care skills well.

The childminder encourages children to eat healthily. She provides varied, wholesome meals and snacks that take into account children's individual dietary needs. Children develop their understanding of healthy foods through discussion and activities. For example, they participate in activities, such as planting and tending fruit and vegetables, which further supports their knowledge of foods that are good for them. All children benefit from daily active exercise in the fresh air. They develop their physical skills as they have fun on the large climbing equipment and play active games. The childminder takes them out into the community to use indoor soft play or explore local recreation grounds. As a result, they have positive attitudes towards active exercise and their physical development is promoted well. The childminder provides opportunities for children to develop personal care skills as they wash their hands at appropriate times of the day. Children understand about good hygiene practices. For example, when the childminder asks them, 'What do we need to do when you have put the toys in your mouths?', they tell her that they need to wash them to get rid of the germs.

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

The childminder implements the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. She has completed safeguarding training and has used this to produce a well-written policy and procedure to protect children while they are in her care. The childminder carries out regular risk assessment checks of her resources and her home. This minimises any risks to children, so that they play comfortably in a safe environment. Children are effectively supervised at all times, inside and outside the home. This further protects their safety. The childminder maintains confidentiality with regard to children's details. For example, the computer software materials that she uses are protected with passwords and she is aware of data protection laws. The childminder and other adults living in the household have Disclosure and Barring Service checks, which ensure they are suitable to work with and live on the premises where childcare takes place.

The childminder is committed to her continuous improvement. She regularly updates her skills and knowledge by attending many short childcare workshops and courses. This shows that she has a strong capacity to continually improve the existing good quality provision for children. The childminder regularly evaluates her provision to help identify her strengths and areas she wishes to improve. She has competently addressed the recommendation raised at her previous inspection to enhance the learning outcomes for the children. In addition, she regularly tracks and reviews children's progress. As a result, children continue to make good progress. Children's and parents' views are obtained and feed into the childminder's self-evaluation process. For example, children's views influence menus, activities and outings that they are taken on. Parents state that their children's speech and vocabulary has excelled since being in the childminder's care. They also state that their children 'play educational games throughout the day' and that 'the childminder is flexible and approachable'.

The childminder has strong relationships with parents and she maintains effective lines of communication to enhance the two-way process in caring for children. Parents readily access a wide variety of information about the provision and their child. They access the computer software package that the childminder uses as part of her service, alongside regular discussions. This keeps parents fully informed about children's progress, policies and procedures and their roles and responsibilities. The childminder effectively works alongside other agencies and early years provision involved in children's care and learning to maximise their progress.

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. 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	302742
Local authority	Barnsley
Inspection number	867410
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	29/10/2008
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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