

Inspection date	22/12/2014
Previous inspection date	29/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- The childminder provides a varied range of resources and experiences for children and she encourages them to make their own choices in play. As a result, children are happy and they engage in activities they enjoy.
- The childminder has positive relationships with children and they settle quickly in her care. She adequately promotes children's health and physical well-being because children have regular access to outdoor experiences.
- The childminder has appropriate arrangements in place to keep children safe. She knows how to deal with child protection concerns and she risk assesses her home to ensure children play safely.

It is not yet good because

- The childminder is not consistently using information from her observations to accurately monitor and assess children's needs across all areas of learning. Therefore, she is not always planning purposeful and challenging activities to support children to make even better progress.
- The childminder is not effectively involving parents in children's initial assessments. Therefore, planning for children to make good progress from the start, is not based on a comprehensive understanding of their starting points.
- The childminder's partnerships with other settings children attend are not secure enough to promote continuity when planning for 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 observed activities indoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector discussed arrangements for assessing and planning for children's learning.
- The inspector checked evidence of the suitability of all household members, and the childminder's qualifications.
- The inspector conducted a joint observation with the childminder.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in Stairfoot, Barnsley. The whole of the ground floor of the home is used for childminding. The family has a dog as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and other places of interest with children on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently 11 children on roll; five 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 is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information from observations, to consistently monitor and complete regular assessments of children's progress across all areas of learning, and use these to effectively plan challenging and purposeful activities to meet their individual needs, so that they make good or better progress in their learning
- obtain more information from parents about their children's starting points, to ensure initial assessments are based on a secure and comprehensive understanding of children's needs, so that planning for their learning from the start supports them to make even better progress.

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

- develop partnership working with all settings children attend, to maximise on what they know about children's learning, to promote a common and shared approach when planning for children's individual needs, so that they make the best possible progress they can.

Inspection judgements

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

The childminder has a sound understanding of how young children learn and develop. However, the quality of teaching is variable, and as a result, the childminder is not consistently supporting children to make good or better progress in their learning. She regularly observes children, which means she has some awareness of their next steps in

learning. In some cases, she plans suitable activities to support these next steps. For example, supporting younger children's language skills through lots of interactions, repeating words and singing songs so that they build up their vocabulary. However, she is not always using the information from her observations, to consistently track and assess children's progress across all areas of learning. Therefore, her assessments are not precise and accurate because she does not have a clear overview of children's needs. As a result, she does not consistently plan challenging and purposeful activities in the areas where children need the most support. For example, during a sticking activity, she does not fully consider the different needs and abilities of the children involved. As a result, although children enjoy the activity, she is not consistently challenging and supporting their individual needs so that they make good progress.

Children have sufficient opportunities to make safe and independent choices in their play because the childminder organises a varied selection of resources around her home. These activities and resources sufficiently cover all areas of learning. Consequently, this contributes to children developing some of the skills they need in readiness for their learning in school. Furthermore, the childminder reflects children's likes and interests when planning activities. As a result, children are happy and they play with toys that they enjoy. For example, older children express their creativity and imagination when building with the bricks, and younger children enjoy engaging in role play. Through her positive interactions with children, the childminder supports children's learning in mathematics. For example, during board games, she encourages them to count the spaces and they talk about going up, down, backwards and forwards as they move around the board. Children enjoy drawing and they look at books; this encourages younger children to show an early interest in literacy. The childminder utilises the outdoors to promote children's learning in understanding the world. For example, children explore nature when on walks and they discuss changes in the seasons.

The childminder has sound relationships with parents. She completes a progress check for children aged between two and three years. She routinely shares these and discusses with parents her observations of children's progress. This means the childminder has some measures in place to involve parents in their children's learning and development. When children first start, the childminder gathers information from parents about children's care arrangements. However, she is not routinely focusing on what parents can share about children's starting points, skills and what they already know. Therefore, the childminder is not always basing her initial assessments on a comprehensive knowledge of children's existing skills. This means that activities are not sharply focused and planned to help children make the best possible progress.

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

The childminder has positive relationships with the children and they are happy in her care. They settle quickly because she uses settling-in visits to get to know children and to discuss with parents children's needs and care arrangements. However, information on children's capabilities is not always effectively shared to support children's learning from the start of their time in her care. The childminder incorporates children's individual routines into the day and provides familiar activities that children enjoy. This supports

children to become confident and familiar in their new surroundings. As a result of these settling-in visits and secure attachments with the childminder, children feel emotionally secure and safe in her care. The childminder makes use of groups to provide opportunities for children to mix and socialise with their peers. This supports children's personal, social and emotional development. As a result, children approach their next stage in learning, such as starting school or nursery with confidence.

The childminder appropriately promotes children's health and she encourages them to lead a healthy lifestyle. Children enjoy the benefits of playing in the fresh air because the childminder ensures they experience outdoor activities on a daily basis. For example, children enjoy regular walks in the local woods. These activities encourage them to be active, which contributes to promoting children's physical development. The childminder provides healthy meals and snacks to support children's growth and development. This includes children planting and growing some foods, which the childminder uses in her cooking. This enables children to discuss the benefits of making good food choices. The childminder adopts appropriate health and hygiene practices to ensure she provides a clean and safe environment for children to play. For example, children routinely wash their hands at appropriate times throughout the day.

The childminder provides consistent boundaries and routines for children and she calmly explains the consequences of their behaviour. As a result, children know what she expects of them and they behave well. They share and take turns, for example, older children wait patiently to use the scissors. This supports children to have positive and cooperative relationships with their peers. The childminder praises children's achievements so that they have positive self-esteem and confidence. For example, she lets younger children know she is pleased with them, when they explore the glue on their fingers for the first time. Children are developing a sound understanding of ways in which they can keep themselves safe. They talk about road safety on outings and the childminder reminds them how to play safely with the resources.

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

The childminder has a sound understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements adequate procedures to ensure she protects children from harm. For example, she has a sufficient awareness of the possible signs of abuse and neglect and she knows the procedures for dealing with child protection concerns. The childminder also completes safeguarding training to ensure she maintains an up-to-date understanding of child protection issues. Therefore, she keeps children safe and protects them from harm. The childminder provides a safe learning environment for children to play. This is because she supervises children's play and she completes regular risk assessments and safety checks. As a result, she quickly identifies hazards and puts in place appropriate precautions to minimise risks for children. The childminder maintains and implements a number of written policies and procedures that contribute to keeping children safe. For example, her safeguarding policy clearly outlines the safe use of cameras, mobile phones and e-safety.

The childminder is aware of the importance of monitoring and evaluating her service and practice. Through reflecting on her practice, she has a realistic overview of her strengths and areas to improve. The childminder takes some steps to improve, although her changes are not always having a significant impact on children's learning. For example, since the last inspection, she has extended resources to reflect diversity and organised equipment to support children in leading their own play. However, she recognises she has not taken enough action in regard to assessing children so that she consistently supports them to make good progress in their learning. The childminder accesses training and she uses the ideas she gains to influence her practice. For example, following a recent early years event, she is keen to extend the use of sensory play to enable children to explore a wide variety of textures and media. This use of training, shows some commitment to improving her service and it supports the childminder's professional development.

The childminder encourages parents to share their views through discussion. Since the last inspection, she has devised a complaints procedure, which she shares with parents, therefore, enabling them to express any concerns. The childminder keeps parents informed about her service through sharing her written policies and procedures. She understands the importance of working with other settings children attend, such as school or nursery. She shares some information with the different settings children attend. However, this is generally around children's care needs, and less around their individual progress and targets. Therefore, when planning continuity in children's learning, she is not always maximising on what others know about children's progress and skills. Therefore, she is not consistently supporting children to make the best possible progress they can. The childminder recognises the importance of working in partnership with other professionals or external agencies if children need additional support or help. Therefore, she takes appropriate action to promptly address children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY369720
Local authority	Barnsley
Inspection number	980764
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	29/07/2009
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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