

<b>Inspection date</b>	12/11/2012
Previous inspection date	23/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder has a poor knowledge of the Statutory Framework for the Early Years Foundation Stage, in particular, the learning and development requirements. As a result, activities are not sufficiently planned, interesting or challenging for children.
- There are no systems for observation and assessment, or carrying out the two year old progress checks with parents to ensure children progress in their learning and to identify any gaps. Strategies for sharing information with parents are not sufficiently effective to ensure they are involved in children's learning and development.
- Self-evaluation systems are not in place to identify strengths and target areas to improve outcomes for children.
- Breaches of safeguarding and welfare requirements means that children's safety and well-being is not maintained at all times. Care practices do not always meet the needs of individual children, particularly with regard to accessing drinks and providing areas where children can rest and sleep.
- Toys and resources are not organised effectively for children to independently make choices and be supported to engage in self-chosen challenges.

#### **It has the following strengths**

- The childminder works well together with her co-childminders to divide up the care and supervision of the children.
- The childminder has a positive attitude to improving her provision.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the co-childminder during the inspection.
- The inspector interacted with the children during the inspection.
- The inspector observed care practices and activities for children's learning and development in the setting.
- The inspector looked at premises, toys and equipment.
- The inspector looked at documentation, such as children's individual records, policies, procedures and daily records.

## Inspector

Paula Fretwell

## Full Report

### Information about the setting

The childminder was registered in 2011. She lives with her husband and adult child. The childminder co-childminds with two other registered childminders. The family live in a

property in Huddersfield, West Yorkshire. Areas of the home used for childminding include the lounge and playroom on the ground floor and the bathroom on the first floor. The front garden is used for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children attending in the early years age group. Children attend for various sessions throughout the week. The childminder is a member of the National Childminding Association and receives support from the local authority.

### **What the setting needs to do to improve further**

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

- improve knowledge of the learning and development requirements in order to plan effectively and fully extend children's learning across all areas
- ensure educational programmes provide interesting and challenging experiences that meet the needs of all children
- develop systems for the assessment of children's progress, including the progress of two year olds where applicable
- establish systems for evaluating the quality of the provision, seeking the views of children, parents and other adults working in the setting to improve outcomes for children
- ensure care practices meet the need of individual children, particularly with regard children's understanding of their physical needs, such as accessing drinks and providing areas where children can rest and sleep
- ensure written parental permission is obtained for the administration of medicine and for children to participate in outings
- improve overall knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage, to effectively guide the development of children's learning and meet their safeguarding and welfare needs.

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

- develop systems to encourage and support children's choice and independence by ensuring resources are more readily available.

### **Inspection judgements**

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

The childminder knows children's individual personalities and what they like to play with. However, children are not making sufficient progress in their learning and development because activities do not interest or sufficiently challenge the children. Furthermore, the childminder has a poor understanding of the seven areas of learning, resulting in weak practice, particularly in the prime areas. Planning is scant and does not reflect children's particular developmental needs. There are no systems in place for observation and assessment, which prevents the childminder from focusing and building on children's abilities.

Children are friendly and the childminder encourages them to join in with activities, such as making collage pictures with leaves. However, resources are poorly presented and the childminder lacks the skills to effectively extend their learning. Not all children engage in purposeful play and those that do quickly lose interest. The childminder notices when children spontaneously engage in play, such as when they make a boat out of the empty brick box. She makes some attempts to extend such play but this is not always successful and again, children lose interest. At times, the childminder is able to interpret young children's non-verbal cues, such as when they point to the mantelpiece. She reaches what they ask for and interacts with them. For example, she pretends to draw a watch on children's arm and counts as she 'draws' the numbers on. Children enjoy the positive attention and the childminder makes friendly eye contact and gives cuddles. However at other times, children attempt to make their needs known with gestures and sounds, but this is not always noticed. Children are enthusiastic when the childminder introduces resources, such as the dressing up clothes. They attempt to put various costumes on, although the childminder does not extend their ideas or imagination through interaction with them and they again lose interest and wander away.

The childminder shares daily general information with parents about their child, mostly through conversation. There are fewer opportunities for the childminder to share information with parents about children's learning and development. Children have individual scrap books containing some of their art work and some comments from the childminder, but these do not relate to the areas of learning. The childminder is not aware of the requirement to review the progress of children aged between two and three in conjunction with parents.

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

Children are content and settled in the childminder's care and she works closely with her co-childminders to meet their needs. Children develop some understanding of how to keep themselves safe and how to manage risks in their environment. For example, the childminder encourages them to tidy away toys so they do not trip and she reminds them not to climb on the furniture or play behind the door, in case they get hurt.

The childminder adopts adequate hygiene practices with the children, such as when

washing hands before snack time. However, children are not sufficiently encouraged to be aware of their physical needs and their skills are not promoted successfully. Fresh drinking water is not readily available within children's view or reach, although the childminder says she regularly provides this. A snack time, children stand around the table to share fruit and biscuits, resulting in some food being dropped on the floor and picked back up again to eat. Drinks of juice for some children are presented in baby bottles at snack time, preventing children from developing self-help skills and using age-appropriate utensils. Provision for children to choose to rest is limited and this results in children's physical needs not being consistently met. The childminder encourages children to use their manners when she gives out snack and she gives them praise when they say 'ta' and 'thank-you'. Children enjoy some opportunities in the fresh air as they sometimes visit places in the local area, or collect autumn leaves from the childminder's front garden.

Children are learning adequate boundaries for behaviour and they develop some awareness of the needs of others. Reminders are given for children to share toys fairly. The childminder intervenes if children are unkind to each other and she gives praise to them for doing something well.

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

The childminder understands the importance of keeping children safe from harm. She knows who to contact in the event of a child protection concern or allegation and relevant safeguarding contact numbers are easily accessible.

Children are supervised appropriately because the childminder works closely with her co-childminders to share the tasks for their care. Resources are limited and of adequate quality, although these are not organised to promote children's choice and independence. For example, there are few books available and the childminder places many items out of children's reach so they cannot choose what they would like to play with. The premises are secure and mostly safe, although where hazards occur, due to building work, the childminder assesses the risk and prevents children's access. Written permission for the childminder to give medication is not obtained accurately or consistently, which means some children's health and well-being is not effectively promoted. This is a breach of both the Early Years and Childcare Register requirements. There is a further breach of Early Years requirements as there is no written permission to take some children on outings.

The childminder does not have systems in place for self-evaluation or to monitor the quality of the provision, which means that areas for improvement are not effectively targeted. Partnerships with parents supports some children's needs through daily conversation about their care, although this is not consistent and does not fully promote children's learning, development or welfare. For example, when some children are tired they are not encouraged to sleep and this has a negative impact on their well-being. The childminder has a positive attitude to working with other professionals when this is relevant to children in her care. She speaks favourably about accepting help and support from the local authority to bring about improvements for children's care, learning and

development. However, some of the issues from the last inspection have not been addressed and remain necessary for the childminder to improve the quality of the children's experiences.

The childminder maintains her mandatory training in first aid, although she does not yet have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage to effectively promote children's well-being and future development. She is experienced in caring for children and enjoys her role, although she does not understand the learning and development requirements to be able to offer suitably challenging experiences for young children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (records to be kept)(both parts of the Childcare Register).
- take action as specified above (Records to be kept).

### 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. 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

<b>Unique reference number</b>	EY419350
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	886482
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/05/2012
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures

set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

