

Inspection date	14/12/2012
Previous inspection date	15/02/2011

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

- Insufficient knowledge of the learning and development requirements means that children do not enjoy educational programmes that support their individual learning needs.
- Insufficient understanding of the Early Years Foundation Stage safeguarding and welfare requirements means that children are not appropriately safeguarded, particularly with regard to appropriate supervision.
- Children's welfare is not sufficiently maintained because procedures in place to protect them do not reflect current guidance, such as seeking written permission from parents to administer medicine.
- Children do not experience continuity in their learning because sufficient information is not shared with parents and other providers.
- Monitoring of practice is not effective in identifying weaknesses, therefore no action is taken to improve the provision for children.
- Children are not well-prepared for the next stage in their learning because independence in personal hygiene is not encouraged. For example, they use a potty when they can use the toilet independently.

It has the following strengths

- Children demonstrate appropriate communication skills because the childminder encourages speaking and listening during everyday conversations and 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
- 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 explained the inspection process and the plan for the inspection.
- The inspector arranged a time for feedback.
- The inspector asked the childminder questions throughout the inspection.
- The inspector observed children playing and completed a joint observation with the childminder.
- The inspector gave feedback and explained the judgements.

Inspector

Nicola Dickinson

Full Report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in Hemsworth and uses the dining room, kitchen, first floor bathroom and the rear garden for childminding.

She visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, five are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. She is open all year round from 7am until 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- increase knowledge and understanding of the Early Years Foundation Stage learning and development requirements to ensure that ongoing observation is an integral part of the learning and development process, to understand children's level of achievement, interests and learning styles and to plan challenging and enjoyable learning experiences for each child
- ensure that medicines, both prescription and non-prescription, are only administered to children where written permission for that particular medication is obtained from the child's parents
- keep parents up-to-date with their child's progress and development in order to support children's ongoing development at home and make better use of parents' knowledge to ensure that the individual needs of children are known and met
- improve the programme for personal, social and emotional development by promoting children's independence, for example, by developing age-appropriate hygiene routines.
- keep children adequately supervised by ensuring they are usually within sight and hearing, and always within sight or hearing.

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

- use self-reflection to evaluate practice and the care provided for children and seek the views of parents and children, utilising this information to ensure areas of weakness are identified and appropriate action is taken to address those weaknesses
- build relationships with other settings that children attend to provide continuity for their learning.

Inspection judgements

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

The childminder has an insufficient knowledge and understanding of the Early Years Foundation Stage learning and development requirements, which means that educational programmes do not appropriately target the individual learning needs of children. Observations are not completed consistently and, when they are, they are not used to inform planning. As a result, planned activities are not well-targeted to promote the next stage in children's learning. The childminder does not use her observations to evaluate and assess children's learning and therefore she is not tracking their progress adequately. Consequently, in the majority of areas, children do not make sufficient progress because she is unable to ascertain their specific learning needs and stage of development. The childminder is not aware that children who attend pre-school for part of the day are also in the Early Years Foundation Stage age group. Because of this she does not make any arrangements to share information in relation to her observations to support learning. Therefore, their development is insufficiently supported.

Nevertheless, through her experience as a childminder, she has a basic understanding of some stages of development for children, such as moving on from baby-babbling to more developed spoken language. Through everyday conversations and some appropriate support during play, children demonstrate that their language is developing in line with the milestones for their age. The childminder uses props such as books and toys to promote children's understanding of language. The toys that children play with give some opportunity to, for example, identify colours, numbers, shapes and learn size, which helps with their understanding of early mathematics. Through independent exploration of age-appropriate resources such as small world toys, dough and early writing materials, children make choices about their learning. Activities that the childminder chooses for the children offer some support for their learning. For example, growing fruit and vegetables helps children's understanding of the world and develops their understanding of healthy eating. However, the childminder's lack of knowledge means she does not use such activities to link to and target children's next steps in learning and she does not evaluate activities, so she cannot be sure that they are meeting children's individual needs for learning and development.

Although children's starting points are identified by parents, they are not actively involved in assessing children's learning, planning for their next steps or in completing the learning journey. This means that parent's knowledge of children's learning at home is not being used sufficiently to support consistency in children's learning and development. In addition, the childminder is not encouraging parents to become involved with their child's learning at home. Parents are not invited into the setting to discuss children's progress and verbal exchanges each day focus on what activities children have taken part in rather than how those activities are meeting their needs. As a result, children are not sufficiently supported to not make enough progress whilst at the setting.

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

The children demonstrate that they feel safe in the setting, although they are not aware of the risks to their safety. They have warm relationships with the childminder. Their behaviour towards each other is kind as they share toys and include each other in their play and this supports their development of appropriate peer relationships. Settling-in procedures both in the move from home and into new settings ensure children's emotional well-being is adequately supported during transitions. Regular outings to places of interest and the pre-school help children to develop confidence and independence in situations away from their main care setting. There is enough focus on outdoor activities and play to promote children's physical development. Use of large play equipment in the park and activities such as swimming, help them to understand how exercise contributes to being healthy.

Information obtained from parents about likes, dislikes and children's routines means that their care needs are adequately met. Children demonstrate their developing independence as they dress themselves. However, hygiene routines that support children's understanding of self-care are not age-appropriate. For example, children who are old enough and able to use the toilet are encouraged to use a potty rather than going to the bathroom. Afterwards their hands are wiped rather than using soap and water so they are not developing independence during hand-washing routines. This means that their understanding of good personal hygiene is not being effectively promoted and they are not developing a suitable level of independence in self-care in preparation for school.

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

Children are not always appropriately safeguarded at all times because the childminder has an insufficient knowledge of the Early Years Foundation Stage safeguarding and welfare requirements. This inspection took place because of concerns raised about the supervision of children as the childminder was leaving children unsupervised in her car. The inspector found that the childminder does not fully understand her role in the supervision children at all times. In addition, procedures that are in place to protect children do not always reflect current guidance. For example, the childminder is not aware that medicine must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent. The childminder has procedures in place that help to protect the children from abuse, such as prohibiting the use of mobile phones and cameras. Her experience enables her to recognise signs of abuse and she knows who to contact if she has a concern about a child's welfare.

The childminder accesses essential training such as first aid. She has yet to complete any self-assessment and does not currently evaluate her practice to ensure her provision is meeting the needs of its users. Previously identified areas for improvement such as reviewing procedures and developing assessment and planning, have not been addressed. Users of the provision are not actively involved in evaluating the service provided which means that the childminder does not know if the service she provides reflects their views or wishes. She regularly supplements her resources but this is not the result of any focused area for improvement, so although they give children more choice, they are not targeted to improving educational programmes.

The childminder has positive relationships with parents and information about children's time with her is shared through daily discussions. Information shared, however, is focused on the children's care and little is shared that relates to their learning and progress. Partnerships with other providers delivering the Early Years Foundation Stage, such as the local nursery school, results in adequate continuity in children's care and the sharing of information means that children's care needs are met. The sharing of information does not however, extend to information about children's learning and development. The lack of her own knowledge about children's development means that the childminder is not able to present other providers with enough information. Therefore, children are less likely to receive appropriate interventions and support.

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 a record and retain for two years of any medicine administered to any child who is cared for on the premises, together with a record of a parents consent. (Records to be kept)
- keep a record and retain for two years of any medicine administered to any child who is cared for on the premises, together with a record of a parents consent. (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

Unique reference number	321942
Local authority	Wakefield
Inspection number	896305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15/02/2011
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 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.

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