

<b>Inspection date</b>	21/03/2013
Previous inspection date	06/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children take part in a wide range of interesting and stimulating activities. As a result, they make good progress in their learning and development and are well prepared for their next stage of learning.
- The childminder has a good knowledge of how children learn and uses effective questioning to encourage their thinking, communication and language skills. As a result, children talk confidently and use a wide range of words.
- Children behave well as the childminder is very caring and skilled at managing behaviour; she takes good account of children's stage of development.
- The childminder embraces each child's individuality and has formed strong bonds with each child and their family. She nurtures children well, and as a result, they feel safe and secure, demonstrating high levels of confidence.

### **It is not yet outstanding because**

- There is room to do more to help young children understand that words have real meaning, for example, by labelling storage and displaying signs.
- Parents are not always fully encouraged to contribute to their children's learning and development, or to share details about what their children have achieved at home.

## 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 and care routines in the main playroom of the childminder's home, and checked the suitability of all other areas used by children.
- The inspector spoke to the childminder at appropriate times throughout the visit.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents, as recorded in their written feedback to the childminder.

## Inspector

Tara Street

## Full Report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered assistant and three children aged 19, 14 and 11 years in a house in Airedale, Castleford. The premises are accessible via a small step to the front door. The lounge and dining room of the ground floor, first floor bathroom and driveway outside are used for childminding. The family has four dogs, two hamsters and two rabbits as pets. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 23 children on roll, six of whom are in the early years age group and attend for a variety of sessions and 17 are school-age children who attend before and after school. The childminder operates all year round from 6am to 11pm, Monday to Saturday, except for 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 further improve the quality of the early years provision the provider should:

- enhance children's understanding that words have meaning by displaying words with pictures, such as labelling storage boxes to show what they contain or using signs to name things
- extend opportunities for parents and carers to regularly contribute to their child's learning and development record and to share achievements and special events from home.

## Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and provides a varied range of activities to promote children's development in all areas of learning. She has cared for 'families' of children for a number of years and knows them well. The childminder uses 'Development Matters in the Early Years Foundation Stage' to assess children's abilities when they start and gathers lots of information from parents about children's interests and stages of learning. She uses this to plan the educational programmes to incorporate children's interests and to build on their existing knowledge

and skills. Consequently, children are making good individual progress. The childminder has a good understanding of the progress check at age two and has started to implement and share these with parents.

Children are confident communicators, as the childminder sensitively corrects words and encourages them to remember what they have done at pre-school in the morning. Children eagerly describe how they listened to the three little pigs story book. The childminder encourages the children to act out the story by using magnetic blocks to build the pigs house before pretending to be the big bad wolf and blowing it down. Children happily sing songs as they play and are developing good imagination skills. For example, they pretend to build swimming baths and use their fingers to walk up the steps and dive off the top, middle and bottom diving boards. Children laugh as they make a 'splash' sound and pretend to swim to the side to get out. Throughout this activity the childminder uses a range of open-ended questions to support children's critical thinking and language and communication skills well. Children are constantly given meaningful praise and encouragement to 'have a go' and develop new skills. Consequently, children develop skills to help them in their next stage of learning, such as dressing and undressing themselves, writing the first letter of their name and recognising their name. However, some opportunities to extend children's understanding that words have meaning have been overlooked, such as labelling storage and using signs.

Children have good opportunities to develop their counting and mathematical skills in the childminder's care. They use everyday activities, such as counting how many stairs there are and independently count blocks as they build a tall tower and princess castle. The childminder helps them to identify patterns and to name different sized and shaped objects. For example, she effectively supports children to name and find different shaped blocks, such as cylinders, cubes and rectangles when threading a necklace. She encourages children to name the different colours and to organise them into patterns, such as blue, yellow and green. Children have good opportunities to develop their creative skills, for instance, they enjoy making a variety of objects and shapes with dough and have fun using paints. The childminder supports their learning as she encourages them to name shapes and numbers they have drawn. The childminder plans a range of interesting and exciting outings, which children thoroughly enjoy. For example, they gain an understanding of the natural world as they dig for worms and practise their physical skills as they play games of football at the local park. They enjoy riding wheeled vehicles and creating obstacle courses at play centres and make dens from large cardboard boxes.

The childminder works closely in partnership with parents. They receive regular information about their children's progress as they chat at the end of the day. Comments on recent evaluations show that parents are particularly happy with the good relationships that the childminder fosters with their children and the wide range of activities and outings she provides. Written observations are included in individual learning journals showing the good progress children are making. The childminder ensures these journals are available for parents to look at whenever they want. However, opportunities to encourage parents to play a full and active role in their child's learning, such as adding comments to their ongoing development records or sharing their achievements or special events from home, are variable. Consequently, this does not maximise opportunities for the childminder to

build a complete picture of everything that children can do, in order to even more precisely plan for their future learning.

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

The childminder's home is suitably organised and welcoming. The living room and dining room are set up so children of all ages can independently access a wide range of toys and activities. Consequently, children show a strong sense of belonging at the setting. Children respond well to the childminder's clear guidance and reassurance. They are polite and well-mannered, for example, saying 'please' and 'thank you' unprompted when asking for help with their packed lunch. They are learning to respect the environment and to share and take turns with resources, by receiving sensitive support from the childminder. For example, she offers children meaningful praise for helping to tidy up. This helps them behave well and develop skills to help in transitions to other settings.

Children have very good relationships with the childminder and her family. They form secure attachments and are happy and content in her care. They benefit from consistent routines that help them settle quickly and feel secure. As a result, children are best helped to make a smooth transition into the childminder's care. For example, the childminder works closely with parents to ensure that she follows young children's care needs. The childminder is warm and attentive to children's needs, which fosters their emotional and physical well-being.

Children's health is well promoted. They begin to learn to manage their own personal hygiene and they know why they need to wash their hands before they have their lunch or after using the toilet. Children eat a range of healthy and nutritious snacks, such as fresh fruit and sandwiches, which they help to make themselves. They are developing a clear understanding of hygiene as they follow good procedures for preparing their food. Parents provide healthy packed lunches for their children with the childminder talking to children about healthy choices, such as why fruit and vegetables are good for them. The childminder sits with them as they eat, encouraging their independence skills as they peel their own fruit and open their own packets. Children have daily opportunities to experience fresh air and exercise. For example, they have fun as they go for walks and clamber on the large equipment in the play park. Children are learning to keep themselves safe. For example, they regularly practise the emergency evacuation procedure raising their awareness of what to do in an emergency. They successfully negotiate the stairs when going to the bathroom and take turns in pressing the button at the pelican crossing, telling adults when it is safe to cross.

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

The childminder organises her provision well and all required documentation to support the effective management of her setting is in place, for example, risk assessments, policies and children's records. Children are safeguarded effectively. The childminder has a good understanding of her role and responsibilities in protecting children from possible harm and neglect. This is combined with a clear written policy which is shared with her two

assistants. She has completed safeguarding training and is in the middle of a course to further update her knowledge. The childminder and one of her assistants have completed paediatric first aid training. The childminder has effective procedures in place for recording and informing parents of any accidents and injuries children sustain. She obtains written consents from parents, such as permission for her assistant to take and collect children from school, so she can follow their wishes and ensure parents are fully aware of her procedures. She takes care to review her work and that of her assistants, particularly in ensuring that children are adequately supervised and their needs met. The childminder ensures that her home is welcoming, clean and safe so that children enjoy their play and learning. The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning, ensuring children make good progress.

The childminder is keen to maintain continuous improvement. She attends local authority training and has regular contact with other childminders to share good practice. The childminder carefully reflects on her practice and is constantly looking at ways to improve and develop. For example, she is developing a newsletter to keep parents more informed about forthcoming events. She successfully engages with parents, valuing their views using them to further develop and improve her practice. The childminder has positively addressed the actions and recommendations raised at her last inspection. For example, she completes detailed risk assessments of all areas used by children, including outings. In addition the childminder has developed robust observation and assessment procedures and has reviewed the layout of resources to allow children more independent choice. As a result, the childminder tailors her provision to meet children's individual needs.

Parents are kept well informed as they receive detailed information about the learning activities provided through daily discussion with the childminder and through notice boards. The childminder has developed clear partnerships with external agencies and shows a good awareness of local support mechanisms. As a result, effective procedures are in place to ensure that all children receive appropriate intervention and support. The childminder has regular contact with the pre-school that children attend. She speaks with staff and works in close partnership with them to support continuity and progression in children's learning and development.

### **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	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 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 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>	321887
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	906212
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/07/2009
<b>Telephone number</b>	

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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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