

Inspection date

Previous inspection date

08/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy a wide range of stimulating activities and resources both indoors and out, that capture their interests and help them to make connections between each aspect of their learning.
- Children's personal, social and emotional development is promoted very well. As a result, they are developing strong peer relationships and are well prepared for the next stage in their learning.
- The childminder's commitment to professional development means that she is developing a wide range of skills that enable her to successfully promote children's learning.
- Children's safety is assured because the childminder gives high priority to safeguarding. Arrangements for safeguarding are strong and well embedded in all aspects of her provision.

It is not yet outstanding because

- On occasions, parents are not fully supported in promoting children's very good learning at home, because activities to help children attain the next steps in the development are not always shared.

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 in the play room.
- The inspector asked the childminder questions at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.

Inspector

Nicola Dickinson

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Altofts area of Wakefield, with her husband and three children, one aged four years and twins aged two years. The whole of the ground floor, one first floor bedroom, and the rear garden, are used for childminding.

The childminder attends a local childminding group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently ten children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The family has three fish as pets.

What the setting needs to do to improve further

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

- enhance communications with parents to ensure they are fully supported in helping their children to achieve their next steps, by inviting them to contribute to children's learning journeys and sharing activities with them that will help them to promote their children's learning at home.

Inspection judgements

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

The childminder has a thorough knowledge of the Early Years Foundation Stage and she provides a wide range of interesting activities both indoors and out, to promote children's learning. Throughout their play, during planned activities and at meal times, the childminder engages children in conversation. She uses a wide variety of words and introduces new ones. She helps children to pronounce more difficult words by breaking them down into syllables. For example, she helps a young child to say 'propeller'. As a result, children demonstrate a very good understanding of language and are making rapid progress in communication and language development. The childminder asks lots of questions and gives prompts that help children to make connections between the different areas of their learning, such as how their play with the toy farm links to their trip to a local farm. Children explore a wide variety of stimulating resources independently and this means that they can follow their interests. For example, they enjoy super hero play with

the 'Castle of Doom'. They bring narratives into their play and are confident to share their ideas and knowledge with adults and other children.

The childminder obtains information from parents about children's starting points and their interests when they enter the setting. She has a thorough knowledge of how children learn and closely monitors their progress towards the early learning goals through the use of learning journeys. The childminder uses 'Development Matters in the Early Years Foundation Stage' as a guide when making observations and assessing children's progress. This helps her to understand where they are in their development and how to help to move them forward in their learning. She plans activities that take into account children's interests and planning also takes account of their next steps. This means that she provides them with challenging experiences they enjoy, such as constructing a train track.

The childminder feeds back to parents on a daily basis and shares information with them about the activities children have enjoyed. Parents share information about experiences children have enjoyed at home and these are depicted in displays in the setting. Children take home examples of the work they have completed while in the setting and parents feel that the quality of teaching is "brilliant". Although, partnerships with parents are robust, they do not actively contribute to children's learning journeys. This means that on occasions, activities that are planned to help children to progress on to the next stages in their learning are not effectively shared with them. As a result, parents are not, always, fully supported in promoting their children's learning at home. The childminder is currently working with parents to complete the progress checks at age two.

The childminder attends the local childminding group. This enables children to experience learning in a larger social environment and as a result, they are well prepared when they move on to the next stage in their learning, such as the school nursery. Trips to local attractions promote children's understanding of the world around them. Outdoor experiences, such as visits to the local park, ensure children enjoy learning in various different environments.

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

Children in the childminder's care demonstrate they are very happy and settled. They visit the setting with their parents and settling-in sessions help to smooth transition, providing some continuity in their care. Those who experience difficulty in settling are treated sympathetically and they demonstrate strong relationships with the childminder as they seek her out for reassurance. The childminder uses a poster depicting emotions to help children identify and understand how they feel. Children are self-assured around visitors and they demonstrate their confidence by independently accessing resources and sharing their learning experiences.

Children are well behaved because clear, simple explanations, appropriate to their stage of development, support a growing understanding of right and wrong. One example is demonstrated through children's play with the toy farm when two of the animals 'fall out'.

The childminder discusses with the children how the animals can resolve their differences and relates the situation to their life experiences with their friends and family. The childminder is a very good role model, prompting children to say 'please' and 'thank you'. Through everyday routines and chosen activities, children are learning to negotiate, cooperate and share. As a result, they are beginning to develop very strong peer relationships, demonstrating behaviour which is kind and considerate. Children develop their knowledge of equality and diversity through multicultural resources, such as role play, small world play and stories. They also enjoy celebrations from around the world, including Chinese New Year, Eid and Easter.

Children enjoy outdoor play in all weathers either in the setting's outdoor area or during visits to places of interest. For example, they enjoy using large play equipment in the local park and are free to run in other open spaces. Free-flow access from the playroom into the well-equipped outdoor area means they can access the outdoor environment whenever they wish. When they do, they develop physical skills, while learning how their bodies benefit from healthy exercise. Children learn to risk assess for themselves, such as how to keep themselves safe near the water during an outing to feed the ducks. Children's safety is given high priority, without restricting their independent exploration, because the childminder is vigilant at all times. The use of high visibility vests and emergency contact cards also ensure children are kept safe while taking part in outings.

Children enjoy a wide variety of home-cooked healthy meals that are carefully planned to be balanced and nutritious. Their food preferences and any dietary needs are taken account of. Menus are shared with parents and comments such as "the first time I saw the menu here I wanted to stay", demonstrate that parents are happy with the service the childminder provides. Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto nursery school. The childminder reflects some of the nursery school's routines in her provision, such as encouraging children to self-register when they arrive. This means they are already familiar with some of the nursery practices and this helps to smooth transition.

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

The childminder has a thorough knowledge of child protection issues and children's safety is given high priority. She has completed safeguarding training to develop her knowledge of how to keep children safe. Daily checks ensure the environment is safe and suitable for children. Risk assessments are in place and procedures are followed to safeguard children when taking part in outings. A register of the children's attendance, including when they arrive and leave, is in place. The childminder supports parents' understanding of her practice by providing them with copies of her policies and procedures so they are clear about the service she provides. The childminder has a current first aid certificate which means that she can give appropriate treatment if there is an accident to a child in her care.

The childminder has a good understanding of the learning and development requirements. Through partnerships with the local authority childcare development team and other early years providers, the childminder is developing her provision to a high standard. Implementation of planned learning is evaluated, to ensure children's experiences offer them challenge, and help them to make progress across all areas of learning and development. Assessments are shared with other early years settings, for example, where children attend more than one setting, and to ensure continuity in children's learning when they move on to school.

The childminder demonstrates a strong commitment to personal development, undertaking further qualifications and attending training to develop her skills and knowledge. Accurate self-evaluation shows the childminder has a good understanding of her strengths and areas for improvement. To ensure her provision takes into account the views of parents and children, all users of the setting are actively involved in the evaluation of the provision. Parents value the contribution that the childminder makes to theirs and their children's lives. This is demonstrated by comments such as 'Good all round package - we are very lucky to have her in our area'.

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

Unique reference number	EY452621
Local authority	Wakefield
Inspection number	887146
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
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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