

## Inspection date

Previous inspection date

18/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- The childminder uses sound listening and observations skills, and adapts activities accordingly to improve children's learning. As a result, children make satisfactory progress.
- The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, children's safety and well-being is adequately supported.
- Children are happy, motivated and eager to learn. They show good levels of independence, curiosity and imagination. They are well behaved and confident.

### It is not yet good because

- A regular two-way flow of information between providers, where children attend more than one setting, has not been established. This does not help to develop a shared and common approach to supporting children's progress.
- Systems to identify specifically targeted training needs has scope to improve. A programme of individual professional development to ensure continued improvement, is not identified.
- Opportunities to encourage parents to be involved in their children's learning are not maximised. They do not ensure that parents are provided with regular opportunities to add to their children's record.

## 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 playroom.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector discussed the childminder's improvement plan.
- The inspector looked at a range of other documentation including the childminder's policies and procedures, recording systems and children's information.

## Inspector

June Rice

## 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 with her husband and three children aged one, five and 16 years in a house in Ackworth. The lounge, kitchen, dining room and bathroom of the ground floor and the rear garden are used for childminding. The family has three cats, two guinea pigs, a rabbit and fish as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 17 children on roll, of whom 10 are in the early years age group and attend for a variety of sessions. The childminder cares for children who have special needs and/or disabilities. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays, and works with an assistant. The childminder and her assistant both hold appropriate qualifications at level 3.

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

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

- ensure a two-way flow of information between providers when children attend more than one setting, to ensure a shared understanding and common approach to supporting children's progress.

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

- enhance the system for identifying specifically targeted training needs for staff, so that they demonstrate continued professional development
- enhance ways that parents can contribute to their child's learning so that information about children's learning and achievements at home, can be more effectively used.

## Inspection judgements

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

The childminder has a sound knowledge and understanding of how children learn and she has appropriate expectations of all children. Children are developing their skills appropriately in personal social and emotional development, physical development and communication and language. This is getting them ready for school. Children show an interest in toys that have buttons, flaps and simple mechanisms, and are beginning to learn to operate them. The childminder gives lots of praise and encouragement as they press the keys on a laptop. This helps children to develop positive attitudes as learners. The childminder encourages general conversation because she listens carefully to what children are saying. She repeats single and two word utterances which children copy. Consequently, children develop suitable communication skills. The childminder appropriately supports the development of children who have special educational needs and/or disabilities. For example, they copy her actions as they shake a musical toy and bang symbols to hear to the sounds, which builds on their listening skills.

Planning covers all seven areas of learning and takes full account of children's specific learning needs. The childminder identifies the correct development bands that children are working within and this is supported by photographs and written observations presented in children's progress files. The childminder plans and provides a wide range of resources and activities that satisfactorily promote children's learning through play. Children respond enthusiastically to an environment they find interesting and stimulating. The childminder uses sound observation skills and times her interventions well; this ensures that activities are adapted quickly to extend children's learning. She is responsive to their interests and individual learning needs. For example, when children grasp a drum stick and knock it against a cymbal, the childminder encourages their listening skills by joining in and using a shaker to attract their attention. Children show a strong exploratory impulse and the environment encourages them to explore independently. This enables children to concentrate intently on an object or activity of their own choosing for short periods.

Systems in place to promote partnerships with parents are generally effective and help to promote children's learning and development. For example, parents contributions about what their children can do at home help to form an initial assessment. This information is used to plan future learning opportunities. Parents are encouraged to share information about children's home care routines. This ensures that children are supported well with familiar routines during the transition from home into the setting. The childminder encourages parents to contribute to their children's ongoing progress record by sharing their observations of their child. However, this is not always the most effective strategy and as a result, does not enable the childminder to make best use of information that parents have about their children's learning at home.

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

Children's health and well-being is appropriately promoted by the childminder. For example, children are provided with opportunities to learn how to use large outside play equipment. They go on walks within the local community and visit places of interest, such as a local priory. This teaches the children about the importance of fresh air and exercise. Children are provided with a healthy balanced diet. They enjoy fresh fruit and vegetables, light sandwiches and hot meals. There are appropriate systems in place to record special

dietary needs and/or allergies. Children independently help themselves to a drink when they are thirsty. Good hygiene practices are well implemented. Children wash and dry their hands thoroughly before meals and after using the toilet. The childminder implements an exclusion policy for children who are infectious in order to protect others.

Children are happy, settled and well behaved. They are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. This helps them behave in ways that are safe for themselves and others. Children move freely and confidently. The childminder teaches them to take turns and share resources as they independently select resources and join in small group activities. Children show through their body language that they feel safe and secure in the childminder's care and have built appropriate attachments with her. Parents comment that they were reassured by the process that helped their children to settle quickly.

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

The childminder demonstrates a commitment to improving the quality of her provision and has identified her priorities for improvement; the outdoor play environment, opportunities for parents to give feedback, and a review of day-to-day planning to ensure special attention is provided to children who attend for limited periods of time. The childminder has attended appropriate training. For example, she has current first aid, food hygiene and safeguarding certificates. The childminder has developed sound systems to observe, assess and monitor each child's progress. The childminder is aware of her responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families should they need it.

Overall, the childminder has established generally effective partnerships with children's parents; their views are sought informally through daily discussion and the childminder has introduced a monthly newsletter to provide general information. The childminder works in partnership with parents and others to safeguard children. She demonstrates a detailed understanding of child protection. She is confident in her ability to implement procedures effectively in order to protect children. All required documentation is in place and includes procedures to be implemented in the event of lost or uncollected children and safeguarding procedures. Robust risk assessments clearly identify possible hazards and the action taken by the childminder to reduce any risks.

The childminder works closely with her assistant and has suitable systems that monitor the performance of staff. However, the programme for professional development is not robust as it does not identify specific training needs in order to further improve staff's knowledge, understanding and practice in a more focussed way.

Partnerships with other settings have scope for improvement. Although the childminder has introduced herself to the schools children attend, there is no regular two-way flow of information established. This does not ensure that children fully benefit from a shared understanding and common approach to supporting and complementing their progress, or their transition to school.

### **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>	EY453416
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	890544
<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>	10
<b>Number of children on roll</b>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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