

**Inspection date**

29/08/2013

Previous inspection date

27/03/2012

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

**This inspection:**

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 does not demonstrate her overall responsibility to deliver the learning and development requirements of the Early Years Foundation Stage to ensure children learn, develop well and make good progress in preparation for school.
- Children are not provided with learning opportunities that consider their individual needs, interests and stage of development, which limits the effectiveness of each child's progress.
- Effective strategies to actively engage parents in their children's learning at home and in the setting have not been fully explored.
- Children are not fully safeguarded because their records do not include information about any other person, who has legal responsibility for the child and which parent or carer the child normally lives with.
- The childminder does not fully understand her overall responsibility to deliver the role of the key person and does not have an effective system for self-evaluation that drives continuous improvement.

**It has the following strengths**

- Children have access to a safe, secure outdoor area. This supports their well-being and good health.

## 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 spoke with the childminder and the co-childminder at appropriate times throughout the inspection.
- The inspector observed lunchtime and activities in the living room.
- The inspector sampled the childminder's documentation and the children's learning records.
- The inspector viewed the areas of the premises and garden used for childminding.

## Inspector

Jane Tucker

## **Full Report**

### **Information about the setting**

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She provides care along with her father, mother and sister, who are also registered childminders, in the Eastmoor area of Wakefield. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a playgroup. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, who are in the early years age group and attend for a variety of sessions. She operates all year round from 6am to 6pm, Monday to Friday, except 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- understand the responsibility to implement the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, to promote the learning and development of all children and ensure they are ready for school
- observe children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child to help them make the best possible progress in their learning and development
- involve parents in their children's learning by improving the exchange of information on entry and during the placement, encouraging them to share their views to maximise their children's learning potential
- ensure that children's records include information about any other person, who has parental responsibility for the child and which parent or carer the child normally lives with to keep children safe
- secure the role of the key person through partnership working with the co-childminder to ensure that children's individual needs and learning are met and parents are guided to support their children's development at home
- introduce an effective system for self-evaluation that informs the childminder's priorities and is used to set challenging targets for continuous improvement to benefit children.

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

The childminder's understanding of her responsibilities in meeting the learning and development requirements is inadequate. She does not observe children as they act and interact in their play and she does not identify where children may be in their own developmental pathway. Consequently, the childminder does not consider ways to support children to strengthen and deepen their current learning and development through individualised planning, which challenges and extends their knowledge. Nevertheless, children's files contain a range of photographic observations, which show their engagement in many activities. This is because a co-childminder undertakes the role of the key person, taking full responsibility for supporting children's learning and development.

The childminder's interaction with children is limited. There are inconsistencies in her practice and there is a poor understanding of the prime and specific areas of learning, which result in weak practice. As a result, children are not fully engaged in active play and school readiness is not promoted. For example, a child enjoys playing with a small world model of a house. The childminder acknowledges what the child is doing by speaking to her across the room. The child repeatedly looks at the childminder for engagement in her play, however, she makes no attempt to interact with the child. As a consequence, the child moves away and goes to sit with the childminder on the settee.

Children show an early awareness of literacy and writing as they link sounds to letters, naming and sounding the letters in familiar words. For example, one child says 's' for snake as they attempt to write their name. The childminder demonstrates writing, so that the children can see spelling in action and they copy the letters that she writes. However, the childminder misses opportunities to support and scaffold children's writing further, as she does not represent other letter sounds as she is writing. As a result, children are not provided with opportunities to distinguish differences in sounds or word patterns. Children are provided with opportunities to learn about early mathematics, in particular, shapes. For example, children make cards, which they fold into rectangles. However, the childminder does not draw children's attention to the shape, which has emerged from the folding or unfolding of their card. Consequently, there are missed opportunities to categorise objects according to their properties, such as shape.

The childminder is aware of the progress check at age two, however, she has not yet had the need to implement this. The key person system adequately supports engagement with parents and there is some sharing of information. However, this relationship has been established with the co-childminder and the childminder does not take on the role of key person for any of the children in her care. Therefore, the childminder is not fully aware of children's current stages of development and learning. Parents do not contribute to children's initial assessment on entry and there is more focus on care routines than learning and development. The key person system does not ensure that effective targeted strategies are used to engage parents in their children's learning in the setting or at home, to maximise their knowledge.

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

The key person system is not fully embedded by the childminder and she relies on the co-childminder to form secure attachments and promote children's well-being and independence. However, children demonstrate that they are happy, safe and secure as they independently explore their environment and engage in conversation with the childminder. Partnership working with parents ensures children's care needs are known and can be met. Premises and equipment are kept clean and the childminder has a health and safety policy in place. Children know to wash their hands before eating their lunch and after going to the toilet. They are provided with freshly prepared meals and the childminder has received relevant training in food hygiene. However, during mealtimes, there are missed opportunities for children to be independent in everyday tasks, such as getting their own drink or pouring their own sauce. Consequently, children are not

learning to develop and extend their independence skills in preparation for their next stage in learning.

Health and well-being is promoted by the childminder. For example, children, who are infectious are excluded to protect others. Children learn about healthy eating as they talk about a variety of vegetables and fruit, which they have planted and grown in the garden, such as, strawberries, beans and carrots. They demonstrate sound levels of self-control in social situations. For example, they display friendly behaviour to each other, initiating conversation during lunchtime, which shows their ability to form good relationships with their peers and familiar adults. This promotes their personal, social and emotional development and early communication and language skills as they listen to others and show an interest in what they are saying.

Children have admittance to a safe and secure outdoor area where they have access to a range of resources to promote their physical exercise. They are beginning to develop an understanding of risk and how to manage them as they move around the environment. The childminder reads stories to children about starting school and learning journals are given to teachers, so they can view children's activities. This helps children to settle and demonstrates that they are reasonably prepared for their transition to school.

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

The childminder demonstrates too little understanding of the learning and development requirements. As a result, there is currently no effective monitoring of children's ongoing assessment. Consequently, a revision of the educational programmes does not take place to ensure they have enough challenge that reflect the individual needs and aptitudes of all children. Correspondingly, there are no systems in place to identify any child, who may be in need of extra support or exceeding expectations.

Overall, the childminder shows a, generally, adequate understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder's home is secure and safe and there are risk assessments in place, which are regularly reviewed, to ensure potential hazards are identified and minimised. The childminder shows a suitable understanding of child protection policies and procedures and she is aware of her responsibilities in this respect. The childminder knows how to report and record her concerns and she has attended relevant training. All visitors are recorded in the visitor book and signed in and out of the childminder's home. The childminder completes medication, accident and existing injury records and holds a current paediatric first aid certificate, which supports her understanding of dealing with minor injuries. However, children's personal records do not include relevant information in relation to any other person, who has parental responsibility or which parent or carer the child normally lives with. Consequently, effective practices to ensure children's safety are not fully implemented.

Appropriate arrangements have not been put in place to evaluate the childminder's

provision and a self-evaluation has not been conducted to identify current strengths or weaknesses. This means that children do not benefit because the childminder is not sufficiently ambitious about improving provision and practice and there is currently no programme for professional development. There are some links with the local schools to ensure continuity of care and learning. Partnerships with most parents are well established. However, these are not fully effective, in order to identify all children's needs and help them to make better progress in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY262876
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	819807
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/03/2012
<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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