

Inspection date	11/10/2013
Previous inspection date	14/12/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 children have positive relationships with the childminder and they are happy and feel safe in her care. The childminder provides a sufficient range of activities and resources, so that children make safe and independent choices in their play.
- Through gathering sufficient information from parents on an 'individual record' form, the childminder is aware of children's needs, likes and routines. This contributes to promoting continuity in children's care and helps them to settle quickly.
- Through working closely with the local authority since her last inspection, the childminder has taken some positive steps to improve the service for children. For example, through updating her policies and procedures she keeps children safe.

It is not yet good because

- The childminder is not always effectively monitoring and tracking children's progress through accurate and precise assessments, so that she consistently promotes their successful learning and progression.
- The childminder is not maintaining legally required documentation relating to outings for all children she provides care.
- Monitoring of the educational programmes and approach to securing a well-established programme of professional development is not yet robust. Therefore, the childminder does not have a good overview of the curriculum to fully support children's progression over time through having a secure understanding of good quality practice.

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 had a tour of the premises and observed children playing indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning records, planning for children and a selection of policies and procedures.
- The inspector took account of the views of parents through discussions with the childminder.

Inspector

Helen Blackburn

Full Report

Information about the setting

The childminder was registered in 1995 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 Hemsworth, Wakefield. The ground floor dining room and kitchen, first floor bathroom and rear yard are used for childminding.

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, nursery and pre-schools.

There are currently eight children on roll, of these, four are within the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve assessment arrangements to promote children's successful learning by ensuring they are carried out on a regular basis, precise and accurate and clearly recognise and monitor children's progress by becoming an integral part of the learning and development process

- obtain written parental permission from parents for all children to take part in outings.

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

- develop systems for promoting continuous improvement, for example, by enhancing self-evaluation, so that effective systems are in place for monitoring the educational programmes to ensure there is a good overview of the curriculum and to promote a well-established programme of professional development to help improve knowledge, understanding and quality of practice.

Inspection judgements

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

Overall, the childminder has a sound understanding of how young children learn and develop. Through her positive interactions with children, involvement in their play and asking a sufficient range of open-ended questions, some measures are in place to promote their learning. For instance, when children are playing with the tree house, she encourages them to count and she talks to them about different shapes and number. This contributes to her appropriately supporting children's progress in mathematics. Since her last inspection, the childminder has made a number of changes to her observation and planning arrangements. She uses a learning journal for each child to record her observations, children's next steps and activities planned to support their progression. She links her observations to the areas of learning and is just starting to monitor if a child is showing typical development for their ages. Although, these arrangements contribute to children making steady progress in their learning, which helps prepare them for school, assessments are not precise or accurate enough. For example, arrangements to monitor and track children's progress to assess and summarise if they have successfully met the next steps identified are not yet an integral part of the ongoing assessment process. Therefore, assessments arrangements are not yet consistent to fully support children in making better than satisfactory progress in their learning. Although, the quality of teaching is variable, through her planning, the childminder provides a varied range of activities and experiences for children. For example, she promotes their language and communication skills through her positive interactions with children. She encourages them to ask questions and to talk about their day at nursery. As a result, children engage easily in conversations with others, they listen and have the confidence to express their own ideas and thoughts.

Through her planning and organisation of a sufficient range of resources around the home, children make safe and independent choices in their play. This encourages children to initiate their own play and means that they are active learners, who are eager and willing to join in activities. The childminder takes children on a varied range of outings and visits. For example, children enjoy exploring the sensory garden at the local children's centre and going on local walks and visits to the park. These activities provide appropriate opportunities for children to experience nature and the natural environment. Children learn about simple technology through fun activities. For example, they enjoy playing with the remote control car, making it turn and move in different directions. These activities sufficiently foster children's development in understanding the world. Through looking at books, drawing and colouring, the childminder provides adequate opportunities for children to engage in early literacy activities. Children are creative and imaginative learners. They use their imagination and express their own ideas when playing with the cars, trains and tree house as they pretend to go on imaginary journeys and adventures. Through paint, dough, exploring different textures, such as adding glitter and pasta to sand, children express their ideas through art and craft experiences. This promotes children's development in expressive arts and design.

The childminder has sound relationships with parents. She regularly shares with them

their child's learning journal, which includes sufficient information on children's next steps and what activities are planned to support this. Therefore, parents are able to support and enhance their child's learning at home. In addition, the childminder continues to encourage parents to share their observations, so that the learning journal includes input from everyone involved in children's learning. This contributes to promoting some continuity in children's learning. Since the last inspection, the childminder has significantly improved how she shares information with parents. For example, she has a parents' information pack, which includes a number of written policies and procedures and she shares information through regular newsletters. Therefore, parents are aware of the service and provision in place for their children.

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

The relationships between the childminder and children are positive. Through settling-in visits, discussion with parents and gathering sufficient information from them about children's needs, the childminder promotes continuity in children's care. For example, she uses an 'individual record' form to gather from parents information about children's likes, abilities and routines. Therefore, when children first start to attend, the childminder is aware of their needs. This contributes to building up positive bonds and attachments with children and it promotes a smooth transition for them between the home and childminder's setting. As a result, children are happy, they feel safe and settle quickly in the childminder's care. This appropriately promotes their personal, social and emotional development and helps children to embark on new challenges with confidence. For example, when supporting children as they move onto new settings, such as school and nursery.

The childminder adequately promotes children's health, independence and self-care skills. She provides a varied range of meals and snacks, so that children start to understand the benefits of making healthy choices. Through everyday routines, such as hand washing, the children are learning about the importance of adopting effective health and hygiene practices. For example, children routinely wash their hands before meals and talk about how this keeps them protected from germs and illness. In addition, by meeting recommendations highlighted at the last inspection, the childminder ensures she promotes children's independence and self-care skills appropriate to their ages and stages of development. For example, as children grow in confidence with their toileting, she encourages them to start to progress from the potty to the toilet. Through outings, walks and playing in the garden, children have sufficient opportunities to play in the fresh air. Children enjoy being active and engaging in physical play, for instance, they ride bikes, play ball games and climb and run when playing at the park. These activities appropriately promote children's physical development, health and understanding of leading a healthy lifestyle. Children are adequately learning about ways in which they can keep themselves safe. The childminder involves children in fire evacuation practises and because they regularly go on outings they understand about road safety.

Through positively praising children, the childminder promotes their confidence and self-esteem. She is a positive role model and she provides consistent routines and boundaries, so she appropriately offers guidance to children about what is acceptable behaviour. For

example, through play, she reminds them about the importance of being kind, using their manners, sharing and taking turns. This supports children in developing positive and harmonious relationships with their peers.

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

Overall, the childminder has a sound understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She keeps children safe because she carries out regular safety checks and she completes risk assessments, which includes risk assessing outings. Therefore, she puts in place appropriate precautions to minimise accidents. For example, she supervises children at all times and she stores resources at child-height, so that they can access them safely. The childminder has a sound understanding of child protection issues. She is aware of potential signs of abuse and neglect. This includes knowing which agencies she must involve if she has any concerns about the children in her care. In addition, since her last inspection, she has completed some training to improve her understanding of safeguarding issues. This contributes to protecting children from harm. An additional improvement the childminder has made since her last inspection includes devising a number of written policies and procedures. These outline how she promotes and safeguards children's welfare and contribute to her having a better understanding of her roles and responsibilities. For example, her written policies include the safe procedures for administering medication, recording of accidents and managing children's behaviour. In the main, these contribute to the childminder keeping children safe. However, due to an oversight, records for one child are missing for written parental consent to take children on outings. This means that the childminder is not meeting all welfare requirements. However, there is no immediate impact on children's safety. This is because parents are aware the childminder takes their children on outings and through risk assessments, the childminder keeps children safe when out and about on trips.

Since the last inspection, the childminder has taken some steps towards evaluating her service. This has resulted in her making some improvements to the provision for children, especially around meeting the actions and recommendation highlighted at the last inspection. For instance, she has devised a number of written policies and procedures and introduced a learning journal to record her observations and children's next steps. In addition, she has worked closely with her local authority and accessed some training courses. This contributes to raising her awareness of some of her responsibilities in relation to promoting and safeguarding children's welfare and learning. Through evaluation, the childminder is aware of some her strengths and areas to improve, such as recognising the importance of continuing to engage parents in children's learning. However, monitoring is not yet robust enough. For example, monitoring of children's progress through precise assessments is not secure enough. In addition, the childminder is not always effectively reviewing the educational programmes to ensure she has a good overview of the curriculum to provide a breadth of experiences for children's successful progress across all areas of learning. The childminder understands the importance of involving others, such as parents and other professionals when evaluating her service. Since her last inspection, the childminder is starting to access training courses. Therefore,

she is taking some positive steps to improve the provision for children, although, her programme of professional development is still new and not yet well established to fully support her in having a secure understanding and knowledge of good quality practice.

The childminder has sound relationships with parents. Through discussions and children's learning journals, she provides some relevant information to parents, so that they can support their child's learning at home. The childminder explains how parents verbally share positive feedback with her about the service she provides. She says parents' comment that their children are happy in her care. The childminder regularly talks to other involved in children's learning, such as practitioners at school and nursery. For example, she finds out about the range of activities children are experiencing, so that she can complement these within her own planning. This promotes continuity in children's learning. The childminder is aware of importance of working in partnership with external agencies, such as health professionals to support children with special educational needs and/or disabilities.

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
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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	321942
Local authority	Wakefield
Inspection number	903691
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14/12/2012
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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