

Inspection date

Previous inspection date

09/08/2013

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

- The childminder provides a bright and welcoming environment for children. They have good opportunities to make their own choices in play, including choosing when they want to play outdoors. Therefore, children are happy and they approach their play with enthusiasm.
- The childminder provides a broad range of activities and experiences across all areas of learning to support children in making good progress in their learning.
- Children have good relationships with the childminder and they feel safe and secure in her care. The childminder promotes their good health by implementing a wide range of effective policies and procedures.
- The childminder completes a broad range of training to update her skills and knowledge. This promotes her personal effectiveness and contributes to improving the provision for children.

It is not yet outstanding because

- Not all parents are fully aware of how the childminder delivers the Early Years Foundation Stage, in regard to working in partnerships with other settings to promote continuity in children's learning.
- The childminder is not always gathering detailed information from parents about children's starting points during initial assessments. Therefore, sometimes she is not fully supporting the move from home when planning for children's excellence.

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 toured the premises and observed children in the conservatory, dining area and outdoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, planning documents, a selection of policies and documentation, including children's records.
- The inspector took account of the views of parents through questionnaires.

Inspector

Helen Blackburn

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 two children aged 12 years and two years in Ossett, Wakefield. The whole of the ground floor and garden are used for childminding. The family has a dog as a pet.

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 four children on roll, of these, two are within the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and 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:

- strengthen relationships with parents by enhancing the quality of information they receive about how the Early Years Foundation Stage is delivered, especially in regard to working in partnership with other settings
- develop further the systems to gather information from parents during initial assessments to include more information about children's starting points.

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 how young children learn and develop. She provides a bright and welcoming learning environment for children to play. She effectively organises a broad selection of resources around the home to enable children to initiate their own play. These resources cover all areas of learning and provide plenty of variety for children. Therefore, children are happy, independent learners, who approach their play with enthusiasm. For example, children have the confidence to ask to play outdoors, where they eagerly play in the sand and water. The childminder positively interacts with the children and she provides fun activities to effectively support their language and communication development. She encourages younger children to learn new words and

extend their vocabulary through fun songs and rhymes and by using puppets. Children have good opportunities to develop their early literacy skills. They enjoy drawing and they make marks in the sand and cornflour, which supports children's early writing skills. Children love looking at books and through labels and signs around the home and they start to recognise print carries meaning.

The childminder effectively uses her observations to identify children's learning needs and this enables her to plan a good range of activities to support their progression. She is actively involved in children's play and through her effective teaching, such as using open questions, she ensures children are interested and challenged in their learning. This means she supports them in making good progress in their learning and this prepares them well for school. For instance, children are active learners, they are willing to have a go, are confident and they enjoy their learning. The childminder adopts a flexible approach to her planning and the day's activities because she takes into account children's choices and interests. For example, she takes children on outings to the fire station because she knows their favourite television character is a fireman. The childminder engages children in a wide range of activities to promote their mathematical development. She involves them in baking activities so that they learn about weight and measure and through everyday routines, she talks to children about number, shape and size. For example, children count everyday objects and they use mathematical language when talking about their full and empty buckets. The children are creative and imaginative learners, which fosters their development in expressive arts and design. They enjoy singing songs, painting, creating models out of paper-mache and exploring different textures and media, such as cornflakes and spaghetti. Children use their imagination because they have good opportunities to engage in role play, such as, building dens in the garden. The childminder effectively promotes children's development in understanding of the world. For example, children learn about different people in society when they talk about different cultural events and festivals. They enjoy going on outings and visits in the community, for example, to parks, farms, the library and other places of interest. These activities support children in learning about nature and the natural environment.

The relationships with parents are good. The childminder uses a diary to share information with them about children's care needs and activities they enjoy. In addition, she shares with them children's progress records, which include their next steps. This means parents can support their child's learning at home. Through her policies, procedures and a 'welcome booklet' she provides some good information about her service and how she delivers the Early Years Foundation Stage. However, there is scope to further enhance the information she shares with them. This is because not all parents are aware of how she works with other settings to promote continuity in their child's learning.

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

The childminder has good relationships with children. These secure attachments and bonds mean that children are happy and feel safe in the childminder's care. When children start at the setting, through discussions with parents and carers, settling-in-visits and an 'all about me' booklet, she gathers some relevant information about children's needs. For example, her 'all about me' booklet includes information on children's likes, routines and

care arrangements. However, it focusses less on their abilities and starting points. Therefore, the childminder is not always building on parents' knowledge of their children to further enhance the transition from home when planning for their excellence. Overall, as a result of positive relationships and sharing some good information with parents, the childminder promotes children's personal, social and emotional development. This means children have the confidence to take on new challenges, such as starting school.

The children have a sense of belonging within the home because the childminder displays their work in celebration of their achievements. This results in children having a positive self-image and self-esteem. The childminder provides consistent routines and boundaries so that children learn about acceptable behaviour. She encourages them to share and take turns so that their relationships with others are friendly and harmonious. She understands how young children behave and through distraction she manages minor disagreements well. For example, when children throw pebbles, she explains they may hurt their friends. She then offers them an alternative activity to diffuse the situation, such as engaging children in digging in the stones and soil. The childminder takes children to groups, such as, activities at the local children centre. These activities provide good opportunities for them to mix socially with others. The children are independent and through routines they develop their self-care skills. For example, they make their own choices in play and they independently wash their hands before lunch.

The promotion of children's health and physical development is good. The childminder provides nutritious meals and snacks and opportunities for children to make their own healthy choices are good. For example, they can select what filling they would like in their sandwich. In addition, when children make their own pizza, the childminder takes this opportunity to talk to them about the benefits of making good food choices. The children have a secure understanding of effective health and hygiene practices because they engage in daily routines, such as, hand washing. The home is clean and the childminder adheres to good hygiene routines to ensure she minimises the risk of illness and infection. The children have ample opportunities to be outdoors, be active and spend time in the fresh air. They enjoy playing in the garden, where they have fun chasing the bubbles, playing golf and throwing hoops at targets. In addition, by taking children to the park, the childminder provides good opportunities for them to climb, balance and use simple apparatus. These activities, effectively promote children's physical development and it helps them understand the importance of exercise and leading a healthy lifestyle. The childminder involves children in a broad range of activities that help them learn about safety. For example, she involves them in regular fire evacuation practices and she talks to them about road safety on outings.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She provides a safe environment because she supervises children's play and looks at ways she can minimise risks. This means good safety precautions are in place to reduce the risk of accidents, such as encouraging children to pick up the toys so that

they do not fall or trip. The childminder implements a good range of policies and procedures that contribute to promoting and safeguarding children's welfare. These include, the safe administration of medication, managing children's behaviour, toileting children, investigating and dealing with concerns. This inspection was carried out, following a concern about how the childminder spoke around children. As a result of this incident, the childminder recognises that on a particular occasion the use of a specific word was not appropriate. She has subsequently updated her understanding of what terminology she can use when describing children's behaviour. The childminder has a good understanding of child protection issues. Through training and her written safeguarding policies, she is aware of potential signs of abuse and neglect and the procedures for reporting concerns to appropriate agencies. Therefore, she protects children from harm.

The childminder's commitment to improve the provision for children is good. She regularly reflects on her practice and looks at ways she can improve the provision for children. This means she identifies her strengths and recognises areas that she can develop. For example, through evaluating her service she identifies how she can further develop her outdoor area to provide more learning opportunities for children. Though parental questionnaires, discussions and seeking advice from other professionals, the childminder involves others in her self-evaluation. As a result of feedback from parents, the childminder provides more information for them about the quantity of food children eat whilst in her care. The childminder demonstrates a good commitment to training. She has completed a recognised early years qualification at level 3. In addition, through completing training courses, such as managing children's behaviour, she keeps her skills, knowledge and understanding up-to-date. This promotes her personal effectiveness and enhances her practice, therefore, improving the provision for children.

The childminder's relationships with parents are good. Overall, she shares some good information with them to ensure she meets children's individual needs. Comments in parental questionnaires are positive about the service. Parents say the childminder provides a flexible service, children go on lots of outings and they feel children are safe. The childminder understands the importance of working with other settings and professionals involved in children's care and learning. This promotes continuity in children's care. The childminder also works part-time with children with special educational needs and/or disabilities and with children with challenging behaviour. Therefore, she understands the importance of working with external agencies to ensure appropriate measures are in place to support children who need additional support and help.

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	EY449034
Local authority	Wakefield
Inspection number	925615
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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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