

Inspection date	29/10/2013
Previous inspection date	18/04/2013

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 lacks understanding about the number of children she can care for at any one time. She regularly exceeds her ratio and children therefore receive a reduced level of support with their learning and care.
- The quality of teaching and interaction with children is poor. This does not ensure that children are adequately challenged in their thinking and learning. As a result, they do not make sufficient progress.
- The information from observations and supporting guidance is not used consistently to effectively plan experiences for children that are sufficiently challenging. This results in children's learning not being extended.
- The childminder does not fully utilise available space or deploy practitioners effectively. This results in long periods where children's interests and enthusiasm for learning through play is not acknowledged or supported appropriately. This means their individual needs are not effectively met.

It has the following strengths

- Practitioners demonstrate a sound knowledge and understanding of safeguarding procedures. This ensures that children are safeguarded.
- The childminder has a settling-in procedure that supports children's transition from home to the setting. This helps children to settle quickly.

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 all play rooms and carried out a joint observation with the childminder.
- 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 discussed the childminders' plans for improvement.
- The inspector checked the attendance record and risk assessments.

Inspector

June Rice

Full Report

Information about the setting

The childminder was registered in 2012 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 sixteen years in a house in Ackworth. The childminder works with assistants. The whole 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 and collects children from the local schools and pre-schools. There are currently thirty two children on roll, of which twenty eight are in the early years age group and attend for a variety of sessions. She provides care all year round from 7am to 6pm, Monday to Friday, except bank holidays. The childminder holds an appropriate early years qualification at level three and employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level three.

What the setting needs to do to improve further

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

- shape learning experiences by responding to each child's emerging needs and interests, taking account of the characteristics of learning and by increasing the emphasis of adult interaction, given to support children's spontaneous play and chosen activities throughout the day
- ensure high quality learning experiences for all children, by identifying and addressing the training and development needs of all practitioners
- ensure the environment and deployment of practitioners is organised so that children's individual needs are met.

Inspection judgements

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

A suitable range of resources and activities are provided that are developmentally appropriate for the children that attend. For instance, there are a selection of books, jigsaws, construction bricks, mechanical toys, small world equipment and craft activities to support imaginary play. Children do access these resources independently, but their interest often goes unnoticed. There is very little intervention and a lack of confidence in

asking open-ended questions that may have more than one answer. There is little encouragement for children to think and extend their communication skills. This demonstrates that practitioners do not have high enough expectations for children. As a consequence, practitioners do not provide sufficient challenges for children and they soon lose interest in what they are doing. This results in children moving from one activity to another with little purpose. This limits children's potential to make the best progress they can and prevents them gaining the level of skills necessary to support their future learning.

Practitioners demonstrate a basic knowledge and understanding of how children learn through their assessments of children's progress. They use supporting guidance to correctly identify what children can do and they are able to identify children's next steps in learning. However, there is limited evidence to suggest that planning takes account of children's emerging needs and interests, to help shape further learning experiences. For example, the planning of the environment and the deployment of practitioners does not take full account of children's individual learning needs, or how children learn from the interaction they receive from adults during spontaneous play and self-chosen activities. This limits the opportunities that children have to benefit from teaching that helps them to focus and extend their learning, particularly when following their own interests.

There are systems in place to promote partnerships with parents and the other settings children attend. Parents are encouraged to share information about what children can do and what they are learning at home. Similarly, such information is shared between settings when children are collected. This generally helps to support children in their development.

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

Children are happy, settled and observed to have developed a warm relationship with their key person. This shows they feel safe. However, children's care needs are not effectively met because the childminder regularly looks after more children than the requirements allow. Children are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. For example, car seats are used in the car and children are reminded to sit correctly on a chair and learn that throwing toys is dangerous. Practitioners are consistent in how they implement procedures for dealing with behaviour. As a result, children behave in ways that are safe for themselves and others.

Health and well-being is sufficiently promoted by practitioners. For example, children are provided opportunities to play outside and use a variety of outside play equipment, such as trikes, slides and balls. Children benefit from a variety of outings and go on walks within the local community. This helps to teach children about the importance of fresh air and exercise. The childminder uses local groups to help children to develop their personal, social and emotional skills, as they learn to join in with other children, take turns and share.

Children's health and dietary needs are met appropriately through discussions with parents. Children who are infectious are excluded, in order to protect others. Children

clean their hands with wet wipes before eating and wash their hands after using the toilet. This helps teach children the importance of good hygiene practices. Children visit with their parents or carers before their placement starts. This allows time for children to become familiar with the surroundings and helps with the transition from home to the setting. As a result, children settle quickly.

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

The inspection took place following a concern raised with Ofsted that the childminder was exceeding her ratios when collecting children from school. During the inspection it was found that the childminder has a poor understanding of precisely how many children she is able to care for at any one time, what the legal requirement regarding ratios states and what impact exceeding ratios has on the children she cares for. As a result, she has regularly exceeded the ratio and breached the welfare requirement. This means that, because of the increased numbers of children, individuals care and learning needs are not well supported.

The childminder and her practitioners demonstrate a sound knowledge and understanding of the correct procedure to follow if they have a safeguarding concern. There is a clear safeguarding policy, which guides and informs practice, as well as providing information to parents of their legal roles and responsibilities. The childminder understands her responsibilities to ensure that Ofsted are informed of any significant events or any allegations of serious harm. Risk assessments are recorded and identify possible hazards and the action taken to reduce risk within the setting, during outings and while travelling in a vehicle. This means that children are kept safe. All required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children.

Since the last inspection the childminder has improved the two-way flow of information between providers when children attend more than one setting and provided opportunities for parents to contribute to their child's learning. This has improved the partnership with parents and other settings. However, the system for identifying specifically targeted training needs for practitioners has had little impact. For example, the childminder has identified a weakness in the quality of teaching, but insufficient action has been taken to rectify this. This means that the quality of teaching and learning is not the best it can be.

There is an awareness of the responsibility to liaise closely and work with parents and other professionals, in order to support children and their families should they need it. However, there is not sufficient emphasis on the importance of effectively promoting children in areas where gaps in learning have been identified. Consequently, this does not help children to make the best progress they can, particularly in the prime area of communication and language.

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	EY453416
Local authority	Wakefield
Inspection number	941256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	16
Number of children on roll	32
Name of provider	
Date of previous inspection	18/04/2013
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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