

Inspection date	23/10/2013
Previous inspection date	12/07/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children are suitably prepared for school because the childminder encourages the children to develop skills such as working together, sharing and discussing their feelings.
- Children have warm relationships with the childminder because she is caring and responsive and provides them with reassurance.
- The childminder has a sound understanding of safeguarding and is familiar with the signs and symptoms of abuse. This helps her to keep the children in her care safe.

It is not yet good because

- The childminder does not ensure that activities provide sufficient challenge to enable children to make good progress in their learning and development.
- There is not a collaborative approach to children's learning because the childminder does not provide parents with guidance about how they can support their child's learning at home.
- Self-evaluation lacks rigour because it does not take account of the views of parents and children.

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 carried out a joint observation with the childminder.
- The inspector spoke to a parent on the telephone and took account of the written views of parents.
- The inspector looked at a range of documentation which included policies and procedures, risk assessments and children's development records.
- The inspector held discussions with the childminder throughout the inspection which included obtaining information about the childminder's understanding of the Statutory framework for the Early Years Foundation Stage.

Inspector
Sarah Taylor

Full Report

Information about the setting

The childminder was registered in 2010 and occasionally works with an assistant. She lives in the Lupset area of Wakefield, in West Yorkshire with her husband and grown up daughters. The whole of the ground floor is used for childminding purposes. The children access local play parks for outdoor play. The childminder has four dogs, two of which live outdoors, two cats and three ferrets which are also kept outdoors.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group. The childminder is open all year round, with the exception of family holidays. She cares for children between the hours of 7.30am and 6pm. The childminder has completed the required childminder training. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the quality of teaching by ensuring that all activities provide sufficient challenge to enable children to make good progress in their learning and development
- ensure that parents are involved in their children's learning, by providing information and support to them, to help guide their child's learning at home, so that children benefit from a collaborative approach to their learning.

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

- develop further the methods used for self-evaluation to help clearly identify future priorities, for example, by including the views of parents and children.

Inspection judgements

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

Children are suitably prepared for school because the childminder encourages the children to develop skills such as working together, sharing and discussing their feelings about moving to school. Children are making suitable progress in their creative development, because the childminder allows the children to explore a range of materials such as paint, glue and sand. Children enjoy sticking leaves they have collected, on to paper, which the childminder extends by encouraging the children to make leaf patterns, following a discussion about patterns and shapes. Children respond well to this and enjoy the activity. The childminder encourages young babies to explore using their senses. For example, she provides a baby with crinkly paper, which fascinates the child because it makes a crackling sound. Older children enjoy working together to solve simple problems, for example, they eagerly turn the pieces of the jigsaw to fit them into the correct place. However, the childminder does not ensure that all activities provide sufficient challenge to engage the children fully, which results in them not making good progress in their learning. For example, one child enjoys playing with the keys in the small chair but the childminder does not extend this by providing other objects for him to explore. Children make satisfactory progress in their physical development because they learn to move in new ways, for example, when using climbing apparatus at the local park.

The childminder uses a range of observations and summary sheets to plan for children's next steps in learning. She obtains information about children's starting points in learning which helps her to provide children with activities they already like. Files which include a blend of children's artwork, photographs and observations help the childminder to assess children's progress. They also provide parents with some information about their child's individual learning. However, parents are not fully involved in their child's learning because the childminder does not provide information and support parents to help guide learning at home. As a result, children do not always benefit from a collaborative approach to their learning. The childminder is familiar with the progress check at age two so that she can complete this when the time comes.

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

Children are supported with their transition into the setting when they first start with the childminder, this is because the childminder offers settling-in visits and discusses with parents about children's likes and dislikes. This helps the childminder to get to know the children quicker which helps the transition to be a smooth process. When children are preparing to move to school or other settings the childminder talks to them about where they are going and what it will be like. This helps the children to adjust to their new environments.

The childminder manages children's behaviour suitably because she sets children simple boundaries which they must adhere to. She provides children with simple explanations which helps them to understand what they need to do differently next time. The childminder encourages children to work cooperatively, for example, when they play games, which promotes their personal, social and emotional development.

Children are beginning to learn about safety because the childminder carries out regular fire drills and talks to the children about the importance of road safety. Children are

learning about healthy lifestyles because the childminder encourages the children to bring healthy meals from home and works closely with a dietician. Children enjoy regular fresh air and exercise during outings to the park which helps them to be physically active. Resources are clean and well-maintained and are at child height so that they are easily accessible to the children.

Children are emotionally secure because the childminder provides children with praise and reassurance which promotes their self-esteem. Young babies enjoy 'snuggling in' with the childminder, when they have their bottle of milk. This helps them to develop a sense of belonging.

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

The childminder demonstrates a suitable understanding of the Statutory framework for the Early Years Foundation Stage. For example, she is familiar with the signs and symptoms of abuse, which helps her to keep the children safe from harm. The childminder obtains the starting points in children's learning which helps her to suitably monitor the progress children make.

The childminder has a range of clear policies and procedures which she shares with parents. Clear risk assessments ensure that any potential hazards to the children are minimised. Documentation is well-maintained, for example, clear and up-to-date medication and accident records are retained by the childminder. The childminder is clear about ensuring the suitability of assistants and their role within the setting. She ensures their safety also by only releasing children into the care of adults known to her and her premises are kept secure.

The childminder works closely with other professionals such as physiotherapists and speech and language therapists, to help her to support children with additional needs. She also has built a good rapport with the nursery teachers where children in her care attend. This helps to maintain a two way flow of information. Parents speak positively about the care the childminder offers and describe her service as 'home from home'.

The childminder demonstrates some commitment to continuous improvement. For example, she has addressed all recommendations raised at the last inspection. However, there is scope to develop further the methods for self-evaluation to help the childminder to clearly identify her future priorities. The childminder has attended a range of training, such as observation and assessment training and paediatric first aid to keep her knowledge up-to-date.

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	EY419051
Local authority	Wakefield
Inspection number	916465
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	12/07/2011
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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