

Inspection date

Previous inspection date

06/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

- Teaching and learning is inadequate because the childminder does not have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, her ability to promote and support children's learning and development across all areas of learning is minimal.
- The childminder does not effectively implement a policy on equality of opportunity. Consequently, children's care and learning is not tailored to meet their individual needs and children do not learn how to value and respect people's differences.
- Partnerships with other early years providers and parents are not fully effective and consequently, the needs of children are not met.
- The childminder is in breach of the requirements of the Early Years Foundation Stage. She does not obtain information from parents about who has parental responsibility for children and she does not ensure that records, including information about children, are easily accessible for inspection.
- The childminder does not ensure the safety of children and others on the premises because she does not have a clear fire emergency plan.

It has the following strengths

- The childminder provides a homely environment and children enjoy meals that are balanced and meet their individual dietary needs.

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 children's activities and spoke with the childminder and the children throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at a range of childminding documentation.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two daughters aged 17 and nine years of age in a property in Wakefield, West Yorkshire. The kitchen, lounge and bathroom are used for the children. Children are taken out daily for outdoor play as the garden is unsuitable. The family has a cat.

The childminder visits the shops and park on a regular basis. She collects children from the local school. There are currently three children on roll who are in the early years age group and attend for a variety of sessions. She operates Monday to Friday all year except for family holidays.

What the setting needs to do to improve further

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

- gain a secure knowledge and understanding of the learning and development requirements and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundations Stage, to ensure that children make good progress in their learning and are kept safe and well
- enable a two-way flow of information with parents and between providers, with particular regard to sharing information about children's development with other early years provision that children attend and by supporting parents in guiding their children's development at home
- obtain and record information from parents about which parent and/or carer the child normally lives with and information about any person who has parental responsibility for the child
- ensure that all records are easily accessible and available for inspection
- implement the equal opportunities policy and procedures by ensuring that each child's care is tailored to meet their individual needs and by helping all children value diversity and difference through discussions, activities and resources.

Inspection judgements

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

Teaching and learning is inadequate because the childminder has a very basic understanding of the seven areas of learning within the Early Years Foundation Stage and of how children learn and develop. Consequently, children are not effectively supported to gain the broad range of skills, knowledge and attitudes that they need to develop the foundations for good future progress. The childminder does not assess children when they first start at the setting and information obtained from parents about the children is mainly based around their care needs. Therefore, she cannot assess the progress that children make whilst in her care. The childminder is aware of the need to complete children's progress check at age two. The childminder does not provide parents with a summary of their child's development so that they know how well their child is progressing and can support their child's learning at home. She has only recently begun to record her observations of children's progress to help her identify the next steps in children's learning.

The children are engaged in activities by the childminder that interest them. They enjoy creative experiences where they use paint, pencils and crayons to make marks on paper. However, sometimes these activities are over directed by the childminder when she tells them where to put the paint on their paper, this stops them from representing their own ideas. Much of the teaching displayed by the childminder is instinctive and activities do not tend to focus on specific aspects of learning to help children progress. The childminder does ask some questions of the children to help develop language skills and enable children to think and respond. For example, she asks them the colour of the pencils that they are using helping children distinguish between colours. Toddlers are provided with age appropriate resources. For example, they press buttons on toys to find out what happens as they discover technology. Parents are informed of the activities that their children take part in through regular discussions.

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

Children form secure attachments to the childminder. They are happy and settled in her care. The childminder is supportive and acts promptly to children's requests. She gradually settles, into her care, all new children alongside their parents to support their emotional well-being. However, children's care is not specifically tailored to meet their individual needs because the childminder does not take into consideration children's diverse backgrounds including their ethnicity and culture. She does not provide resources or activities to positively promote diversity and help all children value and respect one another's differences. This is a breach of the Early Years Foundation Stage and of the Childcare Register

When children move onto other early years provision the childminder states that parents are responsible for settling their children, this hinders a two-way flow of information between the childminder and other providers. The childminder does however, talk with the

children about their new adventures. The childminder uses suitable strategies to manage children's behaviour, as a result, they behave generally well and are aware of the boundaries of the home. For example, the childminder uses praise and encouragement appropriately for children's achievements. However, the childminder's lack of understanding of the ages and stages of development for young children and how good quality teaching and learning experiences benefit children, inhibits how well children can develop and learn.

As part of the activities the childminder helps children to understand about how to keep themselves and others safe. She enables children to take risks in a safe environment, such as when they use the slide and climbing frame in the park. The children also learn how to cross roads safely while on outings, for example, when they use the pelican crossings. However, there is no secure fire evacuation plan in place so that children and visitors know what to do in an emergency. Children's health is promoted generally well. Children enjoy healthy snacks, meals and drinks throughout the day that are freshly prepared. Children's dietary needs are followed well. Children have suitable opportunities to play outdoors daily. For example, they regularly visit the park and play areas where they benefit from the exercise and fresh air. Sound hygiene practices are followed to help children learn to understand the importance of washing hands before meals and after visiting the bathroom.

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

The childminder does not have a secure understanding of the learning and development requirements or the safeguarding and welfare requirements of the Early Years Foundation Stage. This affects her ability to meet the needs of the children in her care. This has consequently led to some breaches in the requirements of the Early Years Foundation Stage. The childminder has a sound understanding of the safeguarding procedures and is confident to follow these should the need arise. In addition, she keeps her knowledge of child protection up-to-date by attending training. All adults in the home have been checked for their suitability to further protect children. Suitable written risk assessments are in place that cover all aspects of the provision both indoors and out. This helps to minimise risks to children. However, she does not have a suitable fire evacuation plan in place to ensure that children and visitors are aware of what to do in an emergency. There is a suitable range of policies and procedures in place that adequately underpin the provision to support children's well-being, such as lost and uncollected child procedures. She shares these documents with parents to help maintain consistency in practice between the childminder and parents. However, the records she maintains about the children are disorganised and not all the information required is maintained. For example, not all of the children's records were available for inspection and some details, such as who has parental responsibility for the children and who they live with is not clearly recorded. This is breach of the requirements of the Early Years Foundation Stage and of the Childcare Register.

The childminder has not established secure monitoring of her provision. This has contributed to her failure to meet the regulations. The childminder is busy attending to

children's care needs and there is little emphasis, overall, on their learning and development. Consequently, children make insufficient progress towards the early learning goals. As children's well-being and safety is not assured, the needs of the range of the children who attend are not met. The childminder does obtain some parents' views about her provision, for example, owing to parents' wishes she takes children outdoors to play more regularly. Children's views reflect in some of the activities provided. The childminder does show some reflection on her practice because she wishes to do a National Vocational Qualification at level 3 in early years and she is working with the local authority to make improvements to her provision.

Partnerships with parents and other early years provisions that children attend, such as nursery, are not effective in promoting continuity of learning for the children. This is because information about children's interests and development is not exchanged and parents are not helped how to extend their children's learning at home. However, parents receive regular information about children's daily routines and activities through discussions to promote continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that childcare is inclusive by taking reasonable steps to ensure that the needs of each child, relating to their childcare, are met.(compulsory part of the Childcare Register)
- ensure that the following records are maintained; the name, home address, date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/carer of each child who is looked after on the premises.(compulsory part of the Childcare Register)
- ensure that the following records are maintained; the name, home address, date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/carer of each child who is looked after on the premises(voluntary part of the Childcare Register)
- ensure that childcare is inclusive by taking reasonable steps to ensure that the needs of each child, relating to their childcare, are met.(voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY436228
Local authority	Wakefield
Inspection number	800345
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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