

Inspection date	27/02/2014
Previous inspection date	29/08/2013

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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Conversations between the childminder and the children means they are developing a good understanding of language and are quickly developing their communication and language skills.
- There is a strong focus on safety and this means children are kept safe and protected at all times.
- The childminder has developed a system for evaluating her practice and this means she is taking action to address any areas for improvement so that she can improve her skills to benefit the children who attend.

It is not yet good because

- Resources are often chosen by the childminder and this means children cannot make choices about what resources to use, and as a result, they cannot always follow their interests or preferences for learning.
- Observations and assessments are not always used to inform planning and this means sometimes educational programmes are not tailored to take account of children's interests and their individual needs, particularly when their key person is not in the setting.
- Hand washing routines are not embedded and this means children are not fully developing their understanding of self-care or developing their independence in attending to their own personal care 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 activities in the main playrooms and the outside learning environment.
- The inspector conducted 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, the provider's self-evaluation form and improvement plan.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She provides care with three co-childminders at her parent's home in the Eastmoor area of Wakefield. The whole of the ground floor and the rear garden 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 and pre-schools. There is currently one child on roll, and they are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides care for children with special educational needs and/or disabilities. She is a member of 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 planning and observations so that next steps consistently inform planning, thus making sure educational programmes are tailored to meet children's individual needs and are effective in supporting children's progress towards their next steps in learning, particularly at times when their key person is not in the setting.

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

- give children more free access to resources rather than choosing for them so that they can make choices about the resources they access, and as a result, they can follow their own interests and preferences for learning
- embed hand washing routines so that children develop a thorough understanding of self-care and further develop their independence in attending to their own personal care needs.

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 the learning and development requirements. Learning records for children show examples of their work and photographs of activities they have enjoyed while in her care. Observations made of children's learning

show their achievements, such as taking their first steps and developing their first words. These show that children are making steady progress in their development. The childminder uses current guidance documents to assess their progress and also draws on the experience of her co-childminders to assess their development. Observations are used to identify children's next steps in learning and in general, the childminder uses them to inform planning. She focuses learning for the youngest children on developing their communication and language skills, personal, social and emotional development and physical development. Interactions between the childminder and children are good. The constant flow of conversation helps them to make good progress in their development of language. As a result, they are developing the skills they will need when they move on to the next stage in their learning, such as school. However, the childminder does not, always, plan for their learning to ensure they receive good levels of support when she is absent from the setting. This means at these times, children's progress towards the early learning goals is not fully promoted.

Starting points are obtained from parents when children enter the childminder's care. She completes observations of children during settling-in visits and this means she can plan activities that take into account the skills they have already acquired. Through her observations she records their emerging interests and provides them with a limited range of resources that she feels will capture their interests and support their play. They are engaged in age-appropriate activities, such as developing control over small tools and equipment by using them in their role play to cut up fruit and vegetables. They build on their understanding of technology and learn to solve problems for themselves by using programmable toys. Favourite books and stories help them to develop early literacy skills as they begin to recognise letters and sounds. The childminder has a wide range of resources for the age groups of children she cares for, such as, paints, early writing materials and puzzles. However, most of them are stored in locked cupboards or are out of reach and this means the youngest children are not able to make free choices about their play. As a result, they cannot follow their preferences for learning.

The childminder understands her responsibility for completing the required progress check at age two. The key person system supports the development of relationships with parents and the observations and assessments she completes are shared with them. This means continuity in children's learning can be supported at home because parents are knowledgeable about the next steps that have been set for their children. Information about children's learning is detailed enough to ensure accurate information is shared with the local schools. This helps to ensure children enjoy continuity and have appropriate levels of support in their learning when they move on to school. The childminder is knowledgeable about where to seek support for children who have special educational needs and/or disabilities. This means early intervention can be sought to ensure they are fully supported in meeting the expected targets set for them.

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

The childminder provides a warm, welcoming, environment for the children she cares for. The key person system facilitates positive relationships with parents and this ensures detailed information about children's care needs is shared. Children demonstrate that they

are happy and secure as they move around the setting. They have close attachments with the childminder that promote their well-being and these are displayed as they climb on to her knee for a cuddle and seek her out for reassurance when strangers are present. The childminder understands their need for emotional support during periods of change and the short settling-in sessions they enjoy with their parents, help to smooth transition from home to the setting, providing some continuity in their care. The support children receive to get them ready for transition is very good and this means they are emotionally prepared for school. Everyday routines, such as hanging their coats up and changing their shoes mirror those they will experience in school. The childminder takes them with her to collect older children and this helps to familiarise them with school routines. She attends induction sessions at the local nursery school and this helps them to become acquainted with the teachers so when the time comes for them to move on to school, they are welcomed by a familiar adult.

Children's safety during daily routines is given priority without limiting their independent investigations. They participate in a variety of trips off the premises during the school holidays and this extends their learning into the wider, natural environment. Older children are encouraged to risk assess for themselves and consider whether their actions may cause harm to themselves or others. For example, they learn how to cross the road safely, they observe safety rules during visits to the local farm and they are encouraged to consider hazards when using large play equipment in the park. During trips children wear bands that give details of contact numbers for the childminder. This means they can easily be contacted should a child become separated from their group. The childminder demonstrates clear expectations for children's behaviour and she works with parents to strengthen boundaries for children who exhibit unwelcome behaviour. This means children receive clear and consistent messages and they are developing a robust understanding of right and wrong.

Children enjoy play in the outdoor environment most days. They learn about growth and change by growing their own fruit and vegetables and they learn about the world around them during trips to local places of interest. Trips to local parks and daily walks extend their learning opportunities into the natural environment where they enjoy large spaces to test their skills and try new challenges. The childminder has a wide range of resources to promote children's independent play in the outdoor area. However, many of them are stored in the garden shed and are not easily accessible. This means the youngest children cannot, always, make independent choices about their play. The childminder takes children to playgroups and soft play centres and this means they learn to socialise in larger social groups. As a result, they are developing secure peer relationships and this is helping to prepare them for the larger school environment. The childminder provides healthy, balanced meals that take into account children's individual dietary needs and children can choose from a wide range of healthy snacks. This helps children to make informed choices about the food they eat. They learn to dress themselves and develop independence in using the toilet. Hand washing routines are not, however, embedded. This means children are not fully supported in developing their self-care skills so that they can attend to their own personal care needs when they move onto school.

The effectiveness of the leadership and management of the early years

provision

The childminder has completed basic safeguarding training to develop her knowledge of safeguarding issues and she demonstrates a thorough understanding of how to identify the signs and symptoms of abuse. She is secure in her knowledge of the procedures to follow should she have concerns about a child and this means children are protected. She has a clear understanding of any incidents or changes that must be reported to Ofsted and this ensures children's welfare is promoted at all times. She informs parents about the use of mobile phones and cameras in the setting and this contributes to promoting children's safety. The premises are checked daily and the childminder completes suitable risk assessments for outings and places the children visit. The identification of visitors is checked. Children's attendance, including when they arrive and leave, is recorded and this means ratios are maintained. The childminder holds a current first aid certificate, which means she can give suitable treatment if there is an accident to a child in their care.

The childminder has completed a level 3 qualification to improve her knowledge and this supports her understanding of how to promote children's learning and development. She has attended a course on working with children with Autism and this shows that she is keen to develop her skills to support the individual learning needs of children in her care. She has taken action to address previously identified areas for improvement, such as improving her understanding of the Early Years Foundation Stage and this means her service is improving to benefit the children who attend. The childminder has developed the use of self-evaluation. She works with her co-childminders to evaluate her practice and has established a programme of professional development to further develop her skills.

The childminder shares policies and procedures with parents and this means they are kept informed about the service that she provides. She has good partnerships in place with parents and this means information is shared with them about their children's learning. She has secure partnerships in place with other professionals, and as a result, she knows where to seek support for children who might not be meeting the expected milestones for their age. She shares information with other early years providers and this ensures children enjoy consistency in their learning. As a result, children in the childminder's care are making steady progress towards the early learning goals.

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	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	EY262876
Local authority	Wakefield
Inspection number	936929
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	29/08/2013
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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