

<b>Inspection date</b>	27/02/2014
Previous inspection date	25/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children are very relaxed in the care of the childminder. She values their contributions and actively encourages them to share their ideas. The childminder skilfully questions children during activities, which effectively promotes their communication skills.
- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.
- Teaching is good because the childminder demonstrates effective teaching through skilful questioning to make children think. She assesses their progress and effectively plans for the next steps in their learning. This ensures they make good progress in all seven areas of learning.
- The childminder provides good opportunities for children to join in with singing activities. As a result, they develop their listening skills and range of vocabulary.

### **It is not yet outstanding because**

- Opportunities to support children in making independent choices about what they play with are not fully extended.
- There is scope to improve the methods used for tracking children's development to show more clearly how they are making progress and identify possible areas in which to further extend their learning to an exceptional level.

## 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 taking place in the lounge.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector carried out a joint observation with the childminder.

## Inspector

Catherine Mather

## Full report

### Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult children in the south side of Pontefract. The whole of the ground floor of the childminder's house, including a downstairs bathroom is used for childminding. There is an enclosed rear garden for outdoor play. The childminder attends groups and activities at the local children's centre and library and she visits other local attractions on a regular basis. The childminder is able to take children to and collect from a local school. There are currently six children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder 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:

- make resources more accessible for children so that they can make their own choices, develop their independence and more easily initiate their own play
- review the system for tracking children's progress, so that it is precise in monitoring the speed of development in all areas of learning and can clearly identify where children are ready to take their learning to an even higher level.

## 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 the Early Years Foundation Stage and as a result, she provides a range of age-appropriate activities, which effectively promote children's learning. There is a good balance of child-initiated and adult-led activities and the childminder plans these to support children's individual interests and next steps in their learning. For example, as children look at jigsaw pieces the childminder involves them in sustained shared thinking by helping them to consider the shapes. This means that children begin to problem solve and think critically, which helps them to explore their ideas. As a result, children demonstrate active learning supported by the childminder's good teaching strategies. The childminder plays alongside children, labelling and extending their vocabulary as they play. As a result, children's language development is further encouraged by the childminder's good interactions with them. For example, she listens to what they have to say and provides running commentaries about what they are going to do. Children's developing skills in communication are well-supported because the childminder models clear language without discouraging children's efforts, as they attempt

to copy sounds and words. She asks appropriate questions to encourage their thinking and exploration. The childminder also supports children's listening by singing along to rhymes and encouraging children to join in with action songs.

Partnership with parents is good and they are involved in their child's learning. This is because the childminder has verbal discussions with them on a daily basis about what their child has been doing, which keeps them well-informed. The childminder understands the importance of strong relationships, parental involvement and the positive impact this has on children's learning at home. Individual learning journals are in place; these include photographs, observations of children at play and examples of their artwork. Observations are linked to the areas of learning and used effectively to identify next steps in children's learning and development. The childminder has completed the 'progress check at age two' and has spoken to parents explaining her responsibility for completing this.

Children learn about their community through attending different play sessions at the library and children's centre. As a consequence, they begin to form friendships and learn that they have similarities and differences to others. This supports their understanding of the world and equips them with skills ready for their eventual move to school.

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

The childminder obtains information from parents about children's likes and dislikes, care routines and their achievements prior to them attending the setting. This ensures a smooth transition between children's home and the childminder's care. Children are happy and settled with the childminder and they develop confidence and good attachments with her. This means that their physical and emotional needs are met well. Children are eager to learn and play and the childminder shows a genuine interest in what they are doing. She is attentive towards their needs and recognises when children are tired and need to rest. Children play happily in the childminder's home and overall the childminder makes good use of the learning environment. Children make use of a good range of age-appropriate resources. However, many of these are stored out of children's reach. This does not encourage younger children to be independent in making choices about their play.

From a young age children learn about the importance of being kind to each other. The childminder promotes sharing and turn taking and children are well-behaved. This is because the childminder acts as a positive role model and is consistent in her approach. Children learn to praise themselves and each other by clapping as they imitate the childminder. Children accompany older children to school, which helps to familiarise them with another setting. Children also attend a range of toddler groups where they learn to socialise with their peers, which help them to build relationships.

Through discussion, the childminder demonstrates good hygiene practices. For example, children learn to wash their own hands after having their nappies changed and before they sit down to eat. Therefore, they are developing self-help skills that are appropriate for their age and abilities. Children are beginning to understand the importance of a

healthy diet, as parents provide a range of healthy foods in their lunch box, such as carrot sticks and fruit. There are daily opportunities for children to enjoy fresh air as they walk to school and play in large open spaces. Children develop confidence and coordination in their physical skills as they use equipment in local play areas. They learn how to take sensible risks for themselves, as they climb on a range of apparatus and explore the environment. The childminder effectively supports children to learn about personal safety from a young age. For example, she practises the evacuation procedure for her home on a regular basis with them.

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

The childminder understands her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she ensures children are cared for in a safe environment by assessing the risks and minimising these effectively. Through discussion, the childminder recognises the possible indicators of neglect and abuse and knows to whom she should make a referral if she has any concerns about a child's welfare. A good range of policies and procedures are in place, which underpin the safe management of her provision. These are reviewed and updated and all other appropriate documentation is in place. In addition, the childminder has ensured that all adults living on the premises have relevant suitability checks to ensure they are suitable to have contact with children. This contributes to keeping children safe. The childminder supervises children's play, completes risk assessments and carries out daily safety checks. This means that the good safety precautions she has put in place help to minimise the risk of accidents.

The childminder uses self-evaluation to accurately reflect on her strengths and she identifies any areas for future improvement. For example, she identifies further training courses, keeps up to date with childcare regulations and discusses good practice with other childminders. The childminder has attended recent workshops, which include observing, assessing and planning for children's learning. As a result, this helps her to further improve her provision for all children for them to continue to make good progress. The childminder has a clear understanding of children's development stage across the prime and specific areas of learning. This enables her to provide activities which effectively support children to take the next steps in their learning. However, currently children's progress is not precisely tracked to identify the rate of progress they make over time. Therefore, their progress is not supported to the very optimum.

Positive partnerships are established with parents and a two-way flow of information is maintained. This ensures that parents are informed of their child's care routines and daily activities. Written comments by parents confirm that they are happy with the care their children receive and that children take part in fun activities which help them to learn. The childminder understands the importance of sharing documentation about children's learning and welfare with other provisions that children will attend in the future, in order to promote continuity.

### **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

<b>Unique reference number</b>	321862
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	868733
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	0
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/09/2008
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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