

<b>Inspection date</b>	09/01/2014
Previous inspection date	26/01/2012

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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder does not have a good enough understanding of safeguarding procedures. This means children are not fully safeguarded.
- The childminder does not have an effective programme of professional development. As a result, she has no knowledge of recent changes to the Statutory framework for the Early Years Foundation Stage. Consequently, there is little focus on improving the quality of teaching and learning.
- The childminder does not consistently use her observations of children's progress to plan activities that challenge them in all areas of learning. As a result, children do not make the very best progress they can.
- Partnerships with parents are not robust enough. As a result, information about children's starting points is not obtained. This means that planning is not effective at the point of children's placement.
- The system to record children's attendance is not accurate and a record of medicine administered to children is not maintained, putting their welfare at risk.

### **It has the following strengths**

- Children's skills are promoted through teaching that is mainly instinctive and children are working within the typical range expected.

## 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 conservatory.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed her self-evaluation process.
- The inspector carried out a joint observation with the childminder and held discussions with children.

## Inspector

June Rice

## 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 lives with her husband and two adult children in Middlestown, Wakefield. The rear garden and the whole of the ground floor, except for the living room, are used for childminding. The family has a pet tortoise.

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 are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 5pm, Monday to Friday, except Bank Holidays and family holidays.

### What the setting needs to do to improve further

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

- improve knowledge and understanding of the different types of abuse and the procedures to follow in the event of a child protection issue
- develop a programme of professional development to ensure the quality of teaching and learning experiences for children continually improves
- obtain information from parents about children's starting points and their ongoing development at home; make better use of ongoing observations to plan activities that consistently provide good levels of challenge for children across all areas of learning so that they make good progress
- maintain a written record of all medication administered to children, to ensure that their well-being is appropriately supported
- ensure an accurate record of children's hours of attendance is consistently maintained

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

- develop the process for evaluating the quality of the provision to help inform priorities and set challenging targets for improvement.

## 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 who attend. For instance, there is a selection of books, jigsaws and small world equipment to support imaginary play. Children access these resources independently and their imagination is well supported. However, much of the teaching is instinctive and relies on what children want to do. The childminder's interventions are timely and she remains well focused on what children are doing. She encourages them to narrate their play by asking them open-ended questions and follows their lead. As a result, children continue to develop their skills in communication, expressive arts and understanding of the world. For example, during role play they decide they want to do the 'ironing' and ask for some clothes. The childminder initiates a conversation about the iron being hot and asks them why they should be careful. When they read a book where characters go swimming, she encourages them to talk about their own swimming experiences. The childminder provides opportunities for children to socialise and cooperate with others. As a result, children are learning to share and take turns. This helps to prepare them for their move into their next learning environment, such as school.

The childminder observes children's progress and is knowledgeable about children's interests. However, she does not consistently utilise her observations of children's progress to effectively plan activities and re-shape learning experiences. This limits the challenges that she provides and activities are predominantly child-led. As a result, children do not make the very best progress they can. There are reasonable systems in place to promote partnerships with parents. For example, information is shared verbally when children are collected. However, there is no information gathered about what children can do on entry to the setting. This reduces the effectiveness of the initial plans to support children from the very first day.

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

The childminder teaches children how to keep safe through their daily routine and activities. For example, they talk about how they keep themselves safe in the swimming pool and do not get out of the car until the childminder can help them. This helps children behave in ways that are safe for themselves and others. The childminder has high expectations for good behaviour and uses appropriate strategies. For example, she talks to children softly and calmly about what they have done and possible implications, such as their actions possibly hurting someone. This demonstrates her suitability in regard to managing children's behaviour.

Children's health and well-being are adequately promoted by the childminder. For example, children are provided opportunities to play outside and go on outings in the local community. However, there is no record of medication administered to children. This is a legal requirement to ensure that their well-being is effectively promoted. Parents provide

the meals for children, which are re-heated to required specifications. The childminder teaches children to eat the healthy options first. This helps them to learn about healthy eating. Children are being taught to wash their hands after using the toilet. This means they are learning 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 was carried out due to concerns raised with Ofsted relating to the safeguarding of children. Safeguarding was discussed with the childminder during the inspection. She struggled to confidently name the different types of abuse but was able to discuss a variety of possible signs and symptoms. However, she is unsure of the correct procedures to follow in the event of a child protection issue. This means that children are not fully safeguarded. As a result, the legal requirements for the Early Years Foundation Stage and both parts of the Childcare Register are not met. The childminder does not have an effective programme of professional development. As a result, she has no knowledge of recent changes to the Early Years Foundation Stage. She is not fully reflective and her evaluation of the quality of the provision is not robust enough. It does not include contributions from parents or children, so they are not involved in any improvements to the provision. Consequently, there is little focus on improving the quality of teaching and learning or care practices.

The childminder understands her responsibility 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. This means that children are kept safe within the environment. Most required documentation is in place. However, the record of children's attendance is not consistently maintained. As a result, legal requirements of the Early Years foundation Stage and both parts of the Childcare Register are not met.

The childminder is aware of her responsibility to liaise closely and work with parents and other professionals in order to support children and their families should they need it. She has a flexible approach to meet parents' needs and shares routine care information on a daily basis. However, there is less information shared relating to children's learning and progress. Consequently, children do not receive a consistent learning experience.

### **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:**

- maintain a record of children's hours of attendance (compulsory part of the Childcare Register)
- maintain a record of all mediation administered to children (compulsory part of the Childcare Register)
- maintain a record of children's hours of attendance (voluntary part of the Childcare Register)
- maintain a record of all mediation administered to children (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

<b>Unique reference number</b>	EY259941
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	952328
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/01/2012
<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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