

Inspection date

Previous inspection date

12/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good because the childminder fully understands how to promote children's learning and plans interesting experiences that capture their imagination. As a result, they learn new skills and make good progress.
- Children who speak English as an additional language are supported well because the childminder uses words in their home language to support their understanding effectively.
- The warm and friendly childminder provides a stimulating and welcoming family environment for all children. As a result, children develop secure and trusting relationships with her.
- The childminder promotes the health and safety of the children very well and has a good understanding of her responsibilities for safeguarding children in her care.
- The childminder has developed good working relationships with parents and settings children attend. This ensures children continue to make good progress.

It is not yet outstanding because

- There is scope to enhance the stimulating outdoor play area by extending the use of print, to support children's understanding that print carries meaning.
- Parents views are warmly welcomed, however there is scope to work even more closely with parents to share information about children's learning.

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 looked at a range of documentation including evidence of the childminder qualifications, suitability of household members, a selection of policies and children's learning records.
- The inspector toured the areas of the home used for childminding.
- The inspector completed a joint observation with the childminder.
- The inspector observed children playing and talked to the childminder and children throughout the inspection.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, mother and child aged five years in a house on the outskirts of Castleford, West Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently nine children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 6.30am to 8pm, Monday to Friday and Saturday 7.00am to 5pm, except for family holidays. The childminder holds a qualification at level 3 in childcare. She cares for children who speak English as an additional language. 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:

- enhance the outdoor learning environment, making it more rich in print and pictures to further promote and support children's understanding of words and what they mean
- build on the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning.

Inspection judgements

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

The quality of teaching is good. Children are effectively supported in their learning and development and are making good progress overall. This is because the childminder has a good understanding of child development and implements effective teaching skills in her practice. The childminder understands the importance of gathering detailed information from parents about their child's stage of development, their interests and abilities, when they first begin. She then plans play flexibly to support children in their development. Strong observations and assessments are undertaken, providing the childminder with a clear focus on how to support each child in the next steps of their learning. These are supported by photographs of children completing a good range of activities. The childminder has built up strong partnership with parents and spends time at the beginning and end of the day discussing their child's achievements and care needs, along with

regular reports on their progress. She shares future planning and children's learning records with parents. However, there is scope to promote an even more effective sharing of information about children's learning.

Great care is taken to ensure children have a broad and balanced curriculum across the seven areas of learning. The childminder encourages children's thinking skills very well introducing new and descriptive words to promote their language skills. For example, children place the blindfold over their eyes and then delve into the large treasure box. The childminder asks them to find certain objects, children search with their hands for 'the sponge'. As they pull it out of the box the childminder asks open questions, such as 'what does it feel like' children reply 'soft' and the childminder tells them that it is squidgy too. Children are then encouraged to say what the shape is to which they reply 'it is small and round like a ball'. This promotes their recognition of shape and size. The childminder ensures that children learn about the world in a very positive way. She has words around the home in her own language of Portuguese and children talk to relatives using some words in this language, such as when asking for snack. She also displays words and pictures of the toys and items in both English and languages of children who have English as an additional language who attend. However, there is room to further enhance this through extending the display of words and pictures in the well-resourced outdoor area to help children to begin to recognise print. The children know about different countries of the world, explore festivals and taste food from around the world, further developing their knowledge of the world. All children have free access to the garden. They are keen to water the flowers they are growing in their own wellington boot shaped plant pot and ask the childminder if they can water her flowers too. This promotes children's understanding of how things grow and the natural world. While children are outside, they love to bounce on the small trampoline and sit and relax on the child-size swing hammock talking to the childminder. This helps to promote their physical development along with their conversation and communication skills, which helps children have the key skills needed for their next stage in learning. Children play in a well-resourced and child orientated home where they are seen to have lots of fun as they learn.

The childminder has a good understanding of the requirements for the progress check at age two. She understands the importance of sharing this information and working with parents and other professionals involved with the child. This is already being implemented to promote good continuity of care and learning. The childminder has good procedures in place for when children move on to school, she has well established links implemented with local schools and pre-schools that children already attend. This successfully supports children with the transition process.

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

The childminder provides a welcoming and comfortable environment, where children are happy and clearly feel secure. She knows children very well; as a result, she establishes a warm and positive relationship with them. This effectively fosters children's emotional well-being and is the basis for the confidence building to support their future transitions to school. Good settling-in procedures tailored to each child's needs means that the transition between home and the childminder's care is a positive experience. During the settling-in

visits, prior to care starting, information is gathered from parents about their child to ensure all children's needs are known and effectively met.

The childminder is a positive role model for children's behaviour. She is calm and courteous and her behaviour management strategies effectively help children to understand her expectations. The childminder teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She takes children to group activities and on outings and as a result, they learn how to adapt their behaviour to different social situations. From an early age, children show their developing social skills as they take turns in play and in activities, such as washing their hands before eating. Children have an increasing understanding of how to keep themselves safe due to the childminder's consistent guidance. For example, they understand that they need to tidy away some toys from the floor to prevent them from tripping over and hurting themselves. Children are encouraged to learn self-care skills from an early age and they competently manage their personal needs as they get older. For example, they confidently put on their coats prior to going out to play.

The childminder promotes a healthy lifestyle through a range of healthy snacks and home-cooked meals. She encourages children to brush their teeth after meals and they ask to do this, explaining that it is 'good for teeth'. This promotes children's understanding of a healthy lifestyle. Children's physical development and healthy disposition for keeping fit and taking exercise is supported well. For example, children visit play areas in the local parks and open spaces where they can run, climb, balance, play ball games and use larger physical play equipment. Children can freely access the outdoor area, where they bounce on the trampoline and jump on the large ball around the garden. As a result, they gain confidence as they practise a range of movements and begin to take risks for themselves. Children explore their own community. They visit the local amenities, such as, the library, shops and children centres to help support their understanding of the world around them. These activities and the wide range of play materials and books, which reflect positive images of diversity and help children to learn to respect people who are different to themselves.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She views the safeguarding of children as a priority. Her understanding of child protection is good and she has secure procedures in place to follow should she have a concern about a child in her care. The childminder, her partner and the childminder's mother have undertaken Disclosure and Barring Service checks to demonstrate that they are all suitable to be in contact with children. Detailed records of children's information are kept and the childminder implements a good range of written policies and procedures so that all children in her care remain safe. The childminder undertakes robust risk assessments of her home and garden. Any new activities she completes with the children and all outings that she takes them on are also assessed for safety. This helps ensure children are kept safe and secure at all times.

The childminder monitors and evaluates the activities to ensure the children are enjoying the activities provided and that she is covering all areas of learning. She tracks children's development and has a very good understanding and knowledge of the children's stages of development. Evidence shows that she has high expectations of the children and that they show very positive attitudes towards their learning through play. Consequently they are making good progress towards the early learning goals.

The childminder has very positive relationships with parents and engages in daily conversations with them about their children's well-being and progress. Useful information is displayed on the walls for parents to read and occasional questionnaires are provided. She has established very strong links with other settings that children attend and shares information with other providers of the Early Years Foundation Stage. The childminder enhances her links through attending settling in periods with the children at these settings. She demonstrates a strong drive to build on her success and regularly updates a self-evaluation form. The childminder is open to the views of parents and children to regularly evaluate her practice accordingly. She continually identifies areas for development and makes the changes needed to further improve the provision. For example, she has recently taken advice about starting a level 4 qualification in childcare. The childminder is very dedicated and passionate about her work with children and is committed to providing a good quality learning environment for all.

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	EY446532
Local authority	Wakefield
Inspection number	893525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
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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