

Inspection date	04/04/2014
Previous inspection date	29/06/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		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

- Arrangements for safeguarding children are insufficient. This is a result of a weak knowledge of child protection and procedures to safeguard children.
- Effective strategies to actively engage parents in their children's learning at home and in the setting have not been fully explored.
- The organisation of the learning environment indoors is not arranged to maximise support to children's early reading skills.

It has the following strengths

- Children are supported well to be independent and manage their personal needs relative to their age.
- The childminder supports and extends children's language by asking open-ended questions.

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 childminder's home.
- The inspector looked at a selection of policies, documentation and children's records.
- The inspector checked evidence of the childminder's suitability and qualifications along with arrangements for self-evaluation and improvement.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family, including one child aged nine months, in Tingley, Wakefield, West Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group weekly. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently eight 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 6.30pm, Monday to Friday, except Bank Holidays and family holidays. 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 knowledge and understanding of child protection and procedures to safeguard children from abuse or neglect.

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

- involve parents more in their children's learning by improving the exchange of information on entry and during the time in the setting, and by encouraging them to share their views and enhance children's learning and development at home
- extend the opportunities for children to freely access a range of books to ignite their interest.

Inspection judgements

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

The childminder has a clear knowledge of the type of activities to provide to promote children's development. The quality of teaching is generally good. Educational programmes cover the seven areas of learning and support children's development. The childminder demonstrates her knowledge of how children learn and the differences between adult-led and child-initiated activities. She usually has one adult-led activity a day but these can be quite spontaneous. The childminder demonstrates how she effectively differentiates activities to meet children's different needs. For example, when playing with the cars the childminder sorts out the vehicles with large wheels for babies to play with.

The childminder identifies children's starting points after an initial settling-in period. She makes observations of children's achievements and their current interests and uses these to identify their next steps in learning. The childminder has a good knowledge of how to complete the progress check at age two and the need to share this with parents. She completes three-monthly summative assessments for children in the early years. Through these strategies, any gaps in learning are quickly identified and support to address them is appropriately given. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Adult interactions are good as the childminder engages with children by getting down to their level. She support and extends children's language well by asking open-ended questions. For example, when talking about monkeys she asks the children if they think the monkey can swim and what they might eat. Children develop their use and understanding of mathematical language. The childminder encourages them to name the different shaped sides on construction materials and when making up bottles of milk counts how many scoops to put in. As a result, children are supported in their early mathematical development. There are opportunities for children to develop their fine motor and coordination skills as they build and construct using different types of blocks and when they peel their own oranges at snack time. The childminder's home has a secure garden for the children to play in and opportunities for physical play are provided throughout the day. Visits to the park further enhance children's physical and social experiences.

The childminder encourages parents to share information about their children's learning and development at home. However, approaches used are not always successful at involving parents in their children's learning. This does not promote a collaborative approach to helping children make the best progress possible. As a result, parents do not always know what their child is learning.

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

Children are at ease in the childminder's home as they explore their environment and readily approach the childminder to invite her to play or when they need support. Most resources are accessible for children. However, children are unable to fully access a range of books as they are either stored in boxes too high for them to reach independently or on top of storage units. As a result, their independent choice is not promoted well. Children are happy and have developed a strong and positive relationship with the childminder. For example, she warmly and sensitively reassures a baby who was a little apprehensive of a different adult in the room. As a result, children's emotional needs are effectively met. An appropriate settling-in process supports children with their move into the childminder's home. The childminder ensures that there are daily opportunities for parents to verbally exchange care routine information with her. Younger children regularly visit the school when collecting older children, which effectively supports their move from the provision into another, such as nursery or school.

The childminder is a good role model to the children in her care and is polite and caring.

She encourages children to say 'please' and 'thank you' appropriately and reinforces good behaviour, for example, when children help her tidy up. Younger children are reminded to take turns and share resources appropriately. This supports children's well-being and this results in them behaving well at the provision. Children develop an appropriate understanding of the importance of fresh air and being active through a balance of indoor and outdoor play. This includes trips to the park and walks, where they have the opportunity to use varied equipment to help support large physical skills. Children are developing their understanding of a healthy diet as meals and snacks offered throughout the day are balanced and nutritious. For example, children have sandwiches with healthy fillings at lunchtime and fruit at snack time. Children's independence skills are promoted well as they take off their own coats and shoes and use the bathroom independently. Good hygiene routines are fostered as the childminder reminds children to wash their hands and use tissues when blowing their nose. As a result, children learn to be independent and manage their own personal needs relative to their age.

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

The childminder has an insufficient understanding of her responsibility to ensure the provision meets the safeguarding requirements of the Early Years Foundation Stage. Children are not sufficiently protected because the childminder has a weak knowledge of possible indicators of abuse and, more significantly, the appropriate action to take if she has concerns about a child. This has a significant impact on the safety and well-being of children. However, on occasions children's welfare and safety is considered. For example, the childminder completes risk assessments for both the outdoor and indoor learning environments and daily checks are carried out. Any potential hazards are identified and effective action is taken to remove them. Documentation is kept, such as the daily register of attendance, accident records and emergency evacuation records. In addition, members of the household have undergone the necessary checks ensuring they are both suitable to work with children. First aid requirements are met and the childminder has up-to-date paediatric first aid training.

The childminder has a suitable overview of the learning and development requirements overall. All policies are personalised and are in line with published guidance. She keeps herself up-to-date with current legislation and guidance through reading relevant profession literature and information supplied from the local authority. She monitors the provision by observing children closely and rotating resources she has in storage to meet their needs. Three-monthly summative assessments, which focus on children's skills, abilities and progress, demonstrate that their progress is being monitored. As a result, any gaps in learning are quickly identified so that appropriate interventions can be sought.

The childminder aspires to improve. Recommendations from her previous inspection have been addressed. There is a clear, written self-evaluation. The childminder involves parents appropriately in the evaluation process through the use of questionnaires and she helps the children voice their views, such as about their choices of activities in the provision. However, the childminder does not recognise her own weaknesses in safeguarding or her

responsibility in ensuring parents are involved in their children's learning through the self-evaluation process. Consequently self-evaluation has too little impact.

Satisfactory partnership with parents is established and they make contributions to supporting children's well-being, although there is limited sharing of information about learning to provide them with sufficient information about their children's learning. The childminder forms appropriate relationships with other provisions where children also attend, such as school. For example, information on their learning and care is discussed and implemented to support children's overall development, such as supporting children's language skills.

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 they are familiar with issues of child protection and procedures to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure they are familiar with issues of child protection and procedures to safeguard children from abuse or neglect (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	EY386349
Local authority	Leeds
Inspection number	821689
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	29/06/2009
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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