

Inspection date	02/06/2014
Previous inspection date	03/11/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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

- The childminder and assistant have very little knowledge and understanding of the different ways children learn and develop. In addition, children are not regularly observed or their next steps in learning planned. As a result, children are not making sufficient progress in their development.
- Children's interests, individual needs and stages of development are not effectively taken into consideration by the childminder. Consequently, activities and learning opportunities lack challenge for children.
- Children's learning is hindered because there is insufficient room for them to easily access resources, or play and explore comfortably.
- Children are not effectively safeguarded in the event of an emergency because the childminder does not keep accurate registers of children's hours of attendance.

It has the following strengths

- The childminder and assistant take time to talk to parents daily. Therefore relationships with parents are established and positive.

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 playroom.
 - The inspector conducted a joint observation with the childminder.
 - The inspector held conversations with the childminder, assistant and children throughout the inspection.
 - The inspector sampled children's observations, planning and assessment records.
- The inspector checked evidence of the childminder's and assistant's suitability, qualifications, risk assessments, policies, procedures and the childminder's self-evaluation documents.
- The inspector took account of the views of parents through parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in a house in Brighthouse, Halifax. The whole of the ground floor of the property and the rear garden are used for childminding purposes. The family has a pet dog. 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 15 children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.45am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the 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:

- ensure all persons caring for children have a clear understanding of the prime and specific areas of learning and the different ways in which children learn and develop
- observe children regularly in order to accurately plan their next steps and close any gaps in their learning
- plan challenging and enjoyable experiences for each child that meet their individual learning needs and stages of development
- abide by indoor space requirements to ensure that the needs of children are met and they can play comfortably
- maintain an accurate record of children being cared for on the premises and their hours of attendance.

Inspection judgements

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

Children are not making sufficient progress in their learning and development because the childminder and her assistant have very weak knowledge about how children learn and develop. They are not aware of the prime and specific areas of learning or how to ensure children are constantly making progress and learning the skills that they will require for

school and future learning. The childminder observes children very rarely, and the next steps in their learning are not regularly updated to reflect their current stage of development. This means children are not sufficiently challenged during their play to ensure they make sufficient progress from their starting points. Furthermore, any gaps in children's learning are not quickly identified and targeted in order to close gaps promptly.

Children thoroughly enjoy playing together and have created strong friendships with their peers. For example, they play cooperatively as they pretend to be medical staff, taking blood pressure and administering medicine. The childminder involves herself in children's play but there is insufficient room for her to sit on the floor comfortably. This stops her extending children's play effectively. In addition, children struggle to find space to spread the items of the medical set out and they can only play with limited items at any one time. Furthermore, children are unable to access the dressing-up clothes because boxes of resources are stored in front of the clothes rail. This means children's creativity and independence is hindered because they are unable to help themselves to what they would like to play with. As older children attend the setting after school, the problem is exacerbated and there is not enough space for children to play and be cared for effectively. The childminder talks to parents daily. She discusses what they are going to do and occasionally she sends home a book with ideas for parents to work on at home with their child. Parents discuss what children have been doing at the weekend and the childminder gives ample time to talk to parents at either end of the day. This means relationships with parents have evolved and are positive.

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

Children are very settled in the setting and have created suitable attachments with the childminder and her assistant. They seek reassurance when required and ask for help at times when they need it. However, children's sense of security is flawed because the childminder does not keep accurate records of children's hours of attendance. For example, children who arrive early morning are not signed into the setting until late morning. This means that in the event of an emergency, children are not sufficiently protected. Children behave very well because they have made good friendships with each other. Children share resources and play together well. They share their ideas and older children include younger children in their games. This supports children's emotional development and ability to make attachment to their peers. Children engage in conversations with adults and other children. They busily play and chatter at the same time, which develops their confidence and increases their self-esteem.

The childminder supports children well to adopt healthy lifestyles. She provides a variety of fruit and takes children shopping to choose different fruits to try each week. Children are provided with water to drink and daily exercise is also incorporated into the day. For instance, trips to the park allow children the freedom to run and play on large equipment to develop their large muscles. The childminder regularly takes children for walks to the local lake where she teaches children about how to be safe near water. Children are also learning how to cross the road safely and behave appropriately while walking to and from school. This is because the childminder supervises them well and reminds them of the behaviour she expects.

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

The childminder and assistant have a suitable understanding of the signs and symptoms of abuse. They know who to contact if they are worried about a child and how to record their concerns. All adults living and working on the premises are vetted to ensure they are suitable to have contact with children. Risk assessments of the premises and any outings, including the walk to and from school, are conducted and regularly reviewed to ensure any risks to children are minimised. The childminder also ensures the correct adult-to-child ratios are always maintained. However, registers of children's attendance are not accurately maintained and the space children have to play in is not sufficient. These are breaches to the requirements of the Early Years Foundation Stage and a failure to meet requirements of both parts of the Childcare Register. The childminder has not kept up to date with the changes in the Early Years Foundation Stage. Consequently, she has weak knowledge and understanding of how to plan for children's individual needs. In addition, due to her lack of knowledge she has not trained her assistant to understand how children learn and develop. This means children are not sufficiently supported to make good individual progress in their learning. In addition, the childminder has not promptly or effectively addressed the improvements required since the last inspection. The childminder has made adequate relationships with other professionals. She knows who to contact for advice and support, and has recently been liaising with a local authority advisor. Teachers from the local school attend the setting to meet children before they leave to start school. The childminder facilitates this to ensure children have a smooth transition to their next place of learning. Parents appreciate the service the childminder provides. Their views are gathered through regular questionnaires and there is a wealth of compliments showing strong relationships between the childminder and parents.

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 the premises used for the purposes of childcare are suitable for that childcare (compulsory part of the Childcare Register)
- keep a record of the following and retain them for a period of two years: a daily record of the names of children looked after on the premises and their hours of attendance. (compulsory part of the Childcare Register)
- ensure the premises used for the purposes of childcare are suitable for that childcare (voluntary part of the Childcare Register)

- keep a record of the following and retain them for a period of two years: a daily record of the names of children looked after on the premises and their hours of attendance. (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	303514
Local authority	Calderdale
Inspection number	976039
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	03/11/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

