

Inspection date	02/07/2014
Previous inspection date	06/01/2014

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

The quality and standards of the early years provision

This provision requires improvement

- The childminder has positive relationships with children. She engages in their play and supports some learning, for example, she promotes a keen interest in books and numbers.
- The childminder provides a healthy diet and she encourages children to take part in routine hygiene practices. This promotes their health, independence and self-care skills.
- The childminder understands the procedures for reporting child protection concerns and she regularly conducts risk assessments to ensure she removes hazards. This contributes to safeguarding children.

It is not yet good because

- The childminder does not make robust plans for providing age-appropriate, challenging and purposeful experiences, especially to support children's personal, social and emotional development.
- The childminder is not obtaining written parental permission to take children on outings, which is a breach in requirement.
- Information gathered from parents during initial assessments is not comprehensive enough to plan for children's rapid progress and learning.
- Monitoring and evaluation of the service and practice is not robust enough to secure a sustained programme of professional development and improvement.

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 indoors and she walked to nursery with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's qualifications and suitability, as well as the suitability of other household members.
- The inspector took account of the views of parents through parent surveys.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 17 years and 10 years in Agbrigg, Wakefield. The whole of the ground floor and first floor bathroom is used for childminding. The family has fish as pets. She attends a toddler group and activities at the local children's centre. The childminder visits the shops, parks and other places of interest with children on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently four children on roll, of whom two are in the early years age range. The childminding provision operates all year round, from 7am to 6pm, Monday to Friday, including Saturday by prior arrangement, except bank holidays and family holidays. The childminder supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve planning so that children consistently experience age-appropriate, challenging, purposeful and enjoyable experiences in the areas where they need the most support, especially for their personal, social and emotional development, so children understand appropriate behaviour in groups, begin to manage their feelings and develop respect for others
- obtain written parental permission for children to take part in outings.

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

- strive towards promoting successful parent partnerships by involving parents in sharing more comprehensive information about their child's starting points, skills and progress during initial assessments, to support children in making rapid progress in their learning
- improve arrangements for monitoring and evaluating the quality of practice, to ensure areas for improvement are clearly identified and to develop a well-established programme of professional development, which helps sustain and support children's achievements over time.

Inspection judgements

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

Overall, the childminder has a sound understanding of how young children learn and develop, although, the quality of teaching is variable and not consistently good. The childminder is involved in children's play. She asks some open-ended questions and this encourages children to think for themselves. When chalking numbers with older children, she uses questions to encourage them to count; think about what number comes next and helps them to recognise the different numbers. This promotes children's development in mathematics. Through her positive interactions, the childminder appropriately promotes children's communication and language development. She engages older children in conversations, provides narratives and repeats simple words to support younger children in building up their vocabulary. The childminder works well with parents when supporting children who speak English as an additional language. For example, she learns key words and finds out from parents children's level of understanding and language skills at home. This enables her to plan for children's communication based on their individual needs. However, the quality of teaching is variable because observation, planning and assessment processes are not robust enough to inform and ensure good quality practice. The childminder regularly observes children and she is starting to link these with the areas of learning, to assess if children are developing typically for their ages and stages of development. However, she is not yet effectively using these assessments to full effect to ensure she plans activities in the areas where children need the most support. As a result, not all activities the childminder provides are age-appropriate and purposeful, especially for children who need support in some aspects of their personal, social and emotional development. For example, some children struggle to share when playing with the dough and they find it hard to express and deal with their feelings of frustration. Therefore, children's behaviour is influencing their learning experiences.

Children have independent access to a varied range of resources, which supports them in making their own choices in play. This contributes to them being engaged and happy in their play and it encourages children to have a go at trying new things. The childminder sufficiently promotes children's development in understanding the world. Children enjoy going on walks in the local community and when playing at the park, they explore nature and the natural environment. Children enjoy being creative, role play and using their imagination. They enjoy expressing their thoughts and ideas through music, for example, by banging and shaking the instruments. In addition, younger children use their imagination when pretending to play at tea parties. These activities appropriately promote children's development in express arts and design. Children engage in drawing and chalking activities and they show a keen interest in books from an early age. For instance, they listen to stories and enjoy singing the songs in the books with the childminder. These activities appropriately foster children's literacy development. Overall, through providing activities across most areas of learning and by being involved in children's play, the childminder supports children in making steady progress in their learning. This also contributes to children gaining some of the basic skills they need in readiness for starting school, such as independence skills.

Relationships between parents and the childminder are sound. Through discussions, she regularly informs them about their child's day, progress and activities they experience. Parents are able to look at their child's assessment records and she welcomes their ideas and input when planning for their learning. Therefore, since her last inspection, the childminder has made some improvements to involving parents in their child's learning. However, during initial assessments, information gathered from parents lacks detail about children's starting points with regard to their skills, progress, knowledge and understanding. Therefore, children's initial assessments are not precise and accurate enough to support planning for children's rapid progress.

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

The childminder has positive relationships with children. When children first start, she involves them in a number of settling-in visits as a way to get to know children. She gradually builds up the time they stay in her care, building up relationships with them so that they feel emotionally secure and safe in her care. During these visits, the childminder finds out from parents enough information about children's routines and likes, which contributes to promoting continuity for them. As a result of these positive relationships and information gathered from parents, she provides a smooth transition between the home and setting. These transition arrangements support children in having the confidence to manage change and this supports their future learning, such as starting school.

The childminder appropriately promotes children's health. She provides a varied range of nutritious meals and snacks, so that they can talk about the benefits of making healthy choices. Through regular routines, such as hand washing, children are learning about their own personal care needs, health and hygiene. The childminder takes children to the local park, so that they enjoy the health benefits of playing in the fresh air. In addition, this supports children to be active, for example, they enjoy running in the open space and climbing and playing on the small apparatus. These activities support children in making steady progress in their physical development and help them to lead a healthy lifestyle.

Children are developing an appropriate awareness of how they can keep themselves safe. They know to hold hands on walks and they take part in fire evacuation practices. The childminder understands her responsibilities in managing children's behaviour. She praises children's achievements and this contributes to promoting their confidence and self-esteem. The childminder has recently started to take younger children to groups, so that they can mix and socialise with other children. Although, this is new and does not yet fully support all aspects of children's personal, social and emotional development, so they develop positive relationships with their peers, especially with regard to behaving appropriately in groups, respecting others, sharing and taking turns.

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

The childminder has a suitable understanding of the requirements of the Early Years Foundation Stage. Since her last inspection, she has accessed training and worked closely with a representative from the local authority. This has contributed to her improving her awareness of safeguarding issues. The childminder has accessed safeguarding training and as a result, she understands her responsibilities in reporting child protection concerns. She is aware of the potential signs of abuse and neglect and this contributes to her protecting children from harm. The childminder regularly risk assesses her home and remains vigilant when on outings to ensure she removes any hazards. For example, she removes old furniture discarded on the pavement so that children do not fall or trip when walking to school. This contributes to keeping children safe. In addition, through appropriate hygiene routines, the childminder ensures her home and equipment is clean. Overall, she maintains most documentation to promote and safeguard children's welfare and well-being. This includes maintaining and implementing a varied range of written policies and procedures, which support her in keeping children safe. For example, she keeps records for the safe administration of medication, dealing with accidents and managing complaints. However, the childminder does not obtain written parental permission from parents to take children on outings, which is a breach in requirement and does not ensure that agreements made verbally are recorded, in order to demonstrate parents' choices about their child's care. The childminder ensures all adults living on the premises complete appropriate suitability checks and she supervises any visitors to the home. This contributes to the childminder keeping children safe.

There are some arrangements in place for evaluating and monitoring the service and practice. For example, following the last inspection the childminder works closely with her local authority representative, to ensure she addresses the actions for improvement. As a result, she has taken some appropriate action to improve her service and outcomes for children. The childminder has improved her understanding of observation and assessment, with input from the local authority, and this contributes to the better recording of children's achievements across the areas of learning. However, she recognises there are some weaknesses in her planning to address, in order to support children to make better than satisfactory progress. In addition, the childminder provides more activities and resources to help children to learn about diversity and difference. Furthermore, through organising her documentation she now ensures all records are available for inspection. However, although the childminder has worked hard to improve her service by addressing the actions raised, monitoring and evaluating of the service and practice is not yet robust enough. This is because she has concentrated mostly on the areas for improvement identified by others. The childminder has not yet considered other aspects of the service she can improve to promote and sustain a secure and continual programme of professional development, to support children's achievements over time.

The childminder has sound relationships with parents and information from surveys demonstrate they are happy with the service. Comments show that parents feel their children enjoy their time in the childminder's care and that children progress and learn through a range of activities. The childminder welcomes the feedback from the surveys and includes any ideas parents suggest to improve children's experiences. The childminder understands the importance of working with other settings children attend, so that she promotes continuity in children's learning. As a result, since her last inspection she finds out what children are learning about in school, so that she can build on this when children

are in her care. The childminder shares with parents her progress check for children between the ages of two and three years, including any concerns she has regarding a child's development. This ensures she works with parents and external agencies if she feels children need early intervention, to ensure they receive the support and help they need.

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	EY436228
Local authority	Wakefield
Inspection number	965340
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	06/01/2014
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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