

<b>Inspection date</b>	09/07/2014
Previous inspection date	09/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- Relationships between the children and childminder are positive. Children make their own choices in play. They enjoy the childminder being involved in the activities they choose, for example, they repeatedly ask her to read stories to them.
- The childminder promotes children's health well. She implements routine hygiene practices, offers healthy food choices and encourages children to play outdoors.
- The childminder safeguards children and keeps them safe. This is because she understands the procedures for reporting child protection concerns, and she regularly checks her home to ensure she removes hazards to ensure children play safely.
- The childminder has established positive partnerships with parents and has effective methods in place for sharing information about their child.

### **It is not yet good because**

- The childminder is not always maintaining a record of any complaints she receives and their outcome. Therefore, information about the impact of concerns on the service and children's welfare is not always available.
- Teaching is variable because observation and assessment do not effectively identify children's next steps in learning to influence challenging, purposeful and enjoyable experiences for children that progress them to their maximum potential.
- Partnerships with some settings are not embedded to promote a common and shared approach to supporting children in making good progress in their 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 observed activities indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection, and looked at self-evaluation forms and improvement plans.
- The inspector looked at children's assessments records and she discussed planning for children's learning.
- The inspector checked evidence of qualifications of the childminder, and suitability of the childminder and 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 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 childminder uses her dining kitchen area, first floor bathroom and garden for childminding. The family has a tortoise as a pet. The childminder collects children from local schools and nursery. There are currently five children on roll, two of whom are in the early years age range, and they attend for a variety of sessions. The childminding provision 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:**

- maintain a record of any complaints and their outcome, and make sure the record of complaints is available to Ofsted on request
- improve the use of observation and assessment to ensure a clear understanding of children's skills is obtained, and use this information effectively to identify their next steps in learning, so that children experience challenging, purposeful and enjoyable activities to support them in making at least good progress.

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

- improve partnership working with all settings children attend, by promoting a common and shared approach when planning for children's learning needs, to ensure that they are supported in making at least good progress in their learning.

## 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. The childminder's relationships with the children are positive and they enjoy her being involved in their play. During her interactions with children, she asks them a varied range of open-ended questions, and this contributes to supporting their learning and progression. For example, when reading stories with children, she asks them questions, so that children talk about what they think will happen next. As a result, children engage easily in conversations, they excitedly predict the ending of the story and eagerly ask the childminder to read more books. This promotes children's literacy, language and communication development sufficiently well. However, the quality of teaching is variable

because observation, planning and assessment processes are not robust enough. 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. Although she is systematically working through each area of learning to assess children's skills, in the age band typical for their age, she is not always shaping her plans and using her assessments effectively to ensure she provides purposeful, challenging and enjoyable experiences, so children make rapid progress in their learning.

The children have access to a sufficient range of resources, both indoors and outdoors. They access these independently, which means they are happy and eager to have a go at trying new things because they make their own choices in play. The childminder sufficiently promotes children's development in understanding the world. The children enjoy going on walks in the local area, where they discuss nature and the natural environment. In addition, they enjoy deciding which picture to use on the weather chart, talking about how they like sunny days the best. Children enjoy being creative, playing role play and using their imagination. Older children enjoy playing with the pirates, taking them on adventures in the pirate ship. In addition, through drawing, looking at books and art activities, children use their imagination and express their own ideas and thoughts. These activities appropriately promote children's development in expressive arts and design. Overall, through providing activities across all areas of learning, and by being involved in children's play, the childminder supports children appropriately with making steady progress in their learning. This also contributes to children gaining some of the basic skills they need in readiness for starting school.

Relationships between the parents and 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 progress records, so they are aware of their children's development while in the childminder's care. The childminder is currently enhancing these parent partnerships by involving parents more in sharing information about children's learning at home. This contributes to promoting a much more secure and common approach to planning for children's progression.

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

The childminder has positive relationships with the children. When children first start, she offers a number of settling-in-visits, so that children can slowly become familiar with their new surroundings. By building relationships gradually with children, the childminder ensures children feel emotionally secure and safe in her care. This provides a smooth transition for children between the home and setting. During these visits, she finds out from parents enough information about children's routines, and likes to promote continuity for children. In addition, since the last inspection, the childminder has introduced a new system for gathering a range of information from parents about their child's progress, skills and starting points. She has a new diary ready in which to record all this information. However, she has not yet had any new children, therefore, she has not been able to assess the effectiveness of this new approach. The childminder provides some opportunities for children to mix and play with their peers, for example, she takes them to local parks, so that they meet new children. In addition, when children are starting school,

she talks to them about what to expect. As a result, young children are eager and confident to talk about starting school soon, because they are aware of the changes they will encounter. This contributes positively to promoting children's personal, social and emotional development.

The childminder teaches children about the importance of making healthy choices. Parents provide all meals and she supplements these with healthy snacks. During meals, she discusses with children the benefits of eating well, and how it helps them to grow healthy and strong. Through regular routines, such as hand washing, the children are learning about their own personal care needs, health and hygiene. The children enjoy playing in the garden. They go on walks and enjoy going to the local park. These activities enable children to enjoy the benefits of playing in the fresh air. These activities also encourage children to be active, which appropriately promotes their physical development and understanding of leading a healthy lifestyle. Children learn about ways in which they can keep themselves safe. They know to hold hands on walks and understand the importance of adhering to good road safety procedures, so that they keep safe.

Children behave appropriately for their ages and stages of development because the childminder's approach to managing children's behaviour is adequate. She praises their achievements, and this promotes children's confidence and self-esteem. Through games and discussions, she encourages children to be kind, share and take turns. This contributes to children developing positive relationships with their peers.

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

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, and a subsequent monitoring visit, the childminder has improved her understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has also sought advice from a local authority representative, who has carried out a number of visits and continues to support the childminder with improving her practice. Since the last inspection, the childminder has completed safeguarding training and devised a written safeguarding policy. As a result of this, she demonstrates a sufficient awareness of the potential signs of abuse and neglect. In addition, she understands the procedures for dealing with child protection concerns and allegations against herself or other adults. This contributes to her safeguarding children and protecting them from harm. The childminder regularly risk assesses her home to ensure she removes any hazards; this contributes to keeping children safe. The childminder maintains a varied range of written documentation, policies and procedures. This includes the arrangements for managing children's behaviour, the recording of children's attendance and a complaint procedure. However, she is not maintaining a record of all complaints that involve investigations regarding her service and the outcome of these investigations. Therefore, she is not meeting all requirements of the Early Years Foundation Stage or the Childcare Register. By not maintaining this record, parents cannot make informed choices about their child's care. In addition, Ofsted are not fully aware of the service in place for children and the impact any concerns may have on their welfare. The childminder ensures all adults living on the premises complete appropriate suitability

checks and she supervises any visitors to the home. In addition, she understands her responsibilities to report any changes to Ofsted.

Arrangements for monitoring and evaluating the service and quality of teaching are adequate, and continually improving, as a result of the childminder working closely with a representative from the local authority. The childminder is able to discuss her strengths and some areas where she is aware improvements are needed. For example, she recognises she still needs to seek support, regarding ideas for activities, to promote children in making good progress. She has worked hard since her last inspection to ensure she has addressed the actions raised. She has welcomed the feedback during her monitoring visits and she has sought support from local authority representatives. As a result, she has made sufficient progress in addressing the actions raised to help improve her service and raise the outcomes for children. For instance, she observes children more frequently, and now links these to the areas of learning to assess children's progress. However, observation and assessment are not used consistently to influence planning and, therefore, do not support children in making the maximum progress they can. Through discussions and parent questionnaires, the childminder welcomes their views and ideas regarding improving her service. The childminder is open to any training opportunities to help her develop her skills, understanding and experience.

The childminder has sound relationships with parents, and the comments in parent questionnaires demonstrate they are happy with the service. Parents say their children are safe and well cared for. They say children enjoy the range of activities available, and that the childminder helps them to make progress in their learning. The childminder's relationships with other settings children attend are variable. As a result, she is not as knowledgeable about what children are experiencing or learning about when at these settings. Therefore, partnership working is not always consistent to promote a common and shared approach to supporting all children in making good progress in their learning. She 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 needed.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- keep a written record, for a period of three years, of complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)

- keep a written record, for a period of three years, of complaints including the outcome of the investigation and the action the provider took in response (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>	965787
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/01/2014
<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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