

Inspection date	30/07/2014
Previous inspection date	28/08/2013

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

- Children's strong progress is promoted through good quality teaching and an effective balance of child-initiated play and adult-led learning that takes into account children's skills and interests. Thus, educational experiences are interesting and stimulating.
- Strong partnerships with parents means there is a continuous two-way flow of information between the childminder and parents about their children's learning. This means that parents are well informed and they are supported in continuing their children's learning at home.
- Children are emotionally well prepared for the next stage in the learning because the childminder supports their understanding of daily routines, encourages them to share their worries and promotes their independence.

It is not yet good because

- The childminder has not obtained written permission from parents for children to take part in outings. This is a breach of legal requirements of the Early Years Register.
- The provider does not ensure records kept are easily accessible and available, which is a legal requirement of the Early Years Foundation Stage.
- The childminder does not develop focused action plans to target weaknesses in her practice and as a result, identified areas for improvement are not always addressed effectively to ensure the provision continually improves to benefit the children who attend.

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 childminder gave the inspector a tour of her premises.
- The inspector observed activities in the main playroom and the outside areas.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector discussed children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications, the provider's self-evaluation form and discussed her improvement plan.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Grange Moor area of Wakefield. The ground floor and the first floor bathroom of the home are used for childminding purposes. There is an enclosed rear and front garden available for outdoor play. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park and takes children on outings on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently three children on roll, two of whom are within the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and she has a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- obtain written parental permission for children to take part in outings
- ensure records are easily accessible and available on request, in particular, information held about children that includes their full name, date of birth, name and address of every parent and/or carer known to the provider, who has parental responsibility for the child, which parents and/or carers the child normally lives with and emergency contact details.

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

- develop focused action plans to address identified weaknesses in practice, so that the setting continually improves to benefit the children who attend.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. She provides children with an effective balance of child-initiated play and adult-led learning experiences that promote their rapid progress towards the early learning goals. They develop early mathematical skills during baking activities where they learn about weights and measures. They count during everyday routines, such as how many place settings they need at mealtimes. The childminder demonstrates a good understanding of how to extend children's learning by continuing with themes that interest them. For

example, she plays games with them where they learn to think critically and problem solve. Trips to places of interest, such as the local farm and the nearby stables, enrich children's learning experiences and support their developing understanding of the world around them. For example, they develop an empathy for animals and learn how to care for them while feeding newborn lambs with bottles of milk. They also visit the local butterfly world where they explore animals in their natural habitats.

The childminder has a thorough knowledge of where each child is in their development. During settling-in sessions, she obtains information about children's starting points and their interests from their parents. She keeps parents up to date with their children's progress by sharing informative assessments with them. This means that they have a good understanding of the next steps in learning that have been identified for their children. The childminder also shares activities with them to support their children's learning at home, such as helping them to recognise and write the letters of their name. As a result, they can promote continuity in their children's learning and extend learning for those who are exceeding their expected targets. Information about children's progress is also kept current through daily discussions with parents. This means that there is a consistent two-way flow of information to ensure the childminder has a good understanding of each child's learning needs. As a result, planned educational programmes target the individual learning needs of each child and promote their continuing progress towards the early learning goals.

The childminder understands her responsibility for completing progress checks for children between the ages of two and three years and sharing them with parents. This makes sure that any areas of learning where children are not meeting their expected targets are accurately identified. As a result, early intervention strategies can be implemented to ensure special educational needs and/or disabilities are effectively addressed. The childminder has established robust relationships with other providers. A number of the minded children enjoy shared care and she links with other early years providers to share information about their learning. Full assessments of children's progress ensure information shared about their learning is accurate. This means that children enjoy some continuity when the time comes for them to move onto other settings. Daily practices that reflect routines, which children will experience in school, help them to prepare for the next stage in their learning. For example, they use a book bag to take work home and the childminder teaches them how to listen to others and follow instructions.

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

The childminder has not obtained written permission from parents for children to take part in outings, which is a breach of a legal requirement of the Early Years Foundation Stage. Nevertheless, the childminder has a sound understanding of how to keep children safe. She completes risk assessments for outings and places the children visit, so that she can identify and minimise risks to them, including members of the public they might meet and people they know. Children are encouraged to risk assess for themselves. This means that they begin to understand how to keep themselves safe. For example, they learn how to cross the road safely during walks in the community. They learn to keep themselves safe while playing in shallow water at the beach and they learn how to use small tools safely,

such as using knives during food preparation. Trips to local places of interest increase children's learning experiences and help them to understand the community they live in. They often use public transport, including buses and trains. This also helps them to understand how to keep themselves safe in the community.

Children's behaviour is managed appropriately. The childminder is calm and patient and corporal punishment is not allowed. She uses clear and simple messages to support children's growing understanding of right and wrong. She also helps them to understand the effect unwelcome behaviour can have on others. As a result, they observe consistent boundaries and behave well. Children demonstrate secure, affectionate relationships with the childminder. She shows that she is proud of them and their achievements and she reinforces their confidence with praise. Children are happy and self-assured in her care and they are keen to share their learning experiences with visitors. They enjoy the company of older children who are kind to them and they learn to share and play cooperatively. As a result, they are developing secure peer relationships. Children also attend activities with other childminders and their children, where they can develop friendships in larger social settings. Visitors to the childminder's home are usually other childminders and she ensures that discussions and conversations are conducted in an appropriate manner to ensure the well-being of children is maintained. Children learn about equality and diversity by exploring different cultural backgrounds and exploring other countries. The childminder extends their learning by visiting different places, such as the Sikh Temple. She also promotes their understanding that people have different home lives and family groups, such as why some families have different generations living in the same house. As a result, they are learning to accept each other's differences. This means that they are emotionally well prepared for the diverse social environment of school.

The childminder provides a friendly, welcoming setting for children. She gathers information from parents about their care needs, thus, ensuring their individual needs are met. The short settling-in sessions they enjoy with their parents, help to smooth transition, providing some continuity in their care. Children are emotionally well prepared when the time comes for them to move onto the next stage in their learning. Daily trips to school to collect older children, develops their understanding of school routines and help them to become familiar with the school environment. The childminder listens to their worries and reduces their anxieties by helping them to understand what to expect. She teaches them to dress themselves, develop independence in using the toilet and promotes personal hygiene through everyday practices. As a result, they can attend to their own personal care needs when they move onto school. There is a strong focus on outdoor play and learning. Children learn that exercise is fun and they begin to understand how it supports their overall health and well-being. The childminder uses guidance from current healthy eating programmes to provide children with a wide range of healthy snacks and nutritious home-cooked meals. Portion sizes are appropriate to the age of children and they are involved in food preparation, which helps them to make choices about the food they eat. For example, they make sandwiches for picnics. Children discuss that cucumber and savoury pancakes are their favourites.

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

The childminder has a suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of her duty to inform Ofsted of any significant incidents or changes to the provision that may affect the welfare of children. Suitable risk assessments are conducted to identify and minimise risks to children particularly during outings. Children are supervised well and the childminder takes appropriate steps to ensure they are protected at all times. Although, parents verbally agree to their children going on outings, the childminder has not obtained this in writing. The childminder also does not ensure that all legally required records are easily accessible and available for inspection, particularly information held about children in her care. These are breaches of the legal requirements of the Early Years Register. Nevertheless, the childminder demonstrates a suitable understanding of the signs and symptoms of abuse, which means that she can identify children, who might be at risk from harm and keep them safe. There are clear procedures for reporting any concerns about children or adults. This ensures that children are protected. Records of accidents to children are kept and permissions to administer medicines are obtained from parents. This contributes to maintaining children's health and well-being. Attendance registers, including the times when children arrive and leave, are appropriately completed. These show that ratios are maintained. The childminder completes regular fire evacuations with the children and this means that they know what procedures to follow in the case of an emergency.

The childminder has a detailed understanding of the learning and development requirements. She demonstrates a thorough knowledge of each child's stage of development and provides a wide range of interesting and stimulating activities that motivate children to learn. The childminder provides an effective balance of child-initiated play and adult-led learning that is supported by high quality teaching, thus, promoting children's strong progress towards the early learning goals. Partnerships with local schools are established. This means information that supports children's continuing development is shared. The childminder's evaluation of activities is robust to ensure learning experiences offer children good levels of challenge and promote their best progress. Discussions demonstrated that all children are meeting their milestones across all areas of learning and some children are exceeding them.

The childminder shares policies and procedures with parents. This means that they are knowledgeable about the service she provides. They are kept informed about the activities children enjoy and their progress through discussions each day. The childminder also seeks feedback from parents through daily discussions and she links with other childminders to share good practice. She also receives support visits from the local authority childcare development team to evaluate her practice. The childminder has taken action to address weaknesses identified at previous inspections and she has a suitable understanding of her strengths and areas for improvement. However, plans for improvement are not sufficiently focused to target weaknesses and ensure the provision continually improves to benefit the children who attend.

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	EY277419
Local authority	Kirklees
Inspection number	983622
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	28/08/2013
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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