

Inspection date	10/12/2014
Previous inspection date	10/05/2011

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		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 has a poor understanding of the learning and development requirements. She does not ensure assessments of children's progress are shared with other professionals. As a result, she does not make sure certain gaps in children's learning are addressed, or continuity in children's learning is supported when they move on to school.
- The childminder does not plan a good balance of child-initiated play and adult-led learning, and the quality of teaching is poor. As a result, the resources available to children do not support their good progress across all areas of learning and the childminder does not provide good quality learning experiences for children.
- The childminder does not obtain information from parents about children's starting points. Also, she does not, always, use information from assessments to set targets for children that take into account their stage of development. As a result, children are not supported to make best progress in all areas of learning.
- Children's ability to listen and concentrate is hindered because they are constantly distracted by the background noise of the television. As a result, children are not well engaged and their interactions with the childminder are poor.

It has the following strengths

- Children visit playgroups and other settings where they play in larger social groups. As a result, they develop peer relationships that prepare them, emotionally, for the move to school.

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 asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in the Golcar area of Huddersfield. The whole of the ground floor, first floor bathroom, and the rear garden are used for childminding. The family has a cat as a pet. The childminder attends toddler groups and a childminding support group. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently two children on roll. Of these, one is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 8am 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:

- develop understanding of why assessments of children's learning are completed and the importance of them being shared with other professionals, including the required progress check between the ages of two and three years
- develop understanding of the learning and development requirements to ensure the educational programmes are effectively planned for, through a purposeful mix of adult-led and child-initiated activity, supported by the effective use and availability of appropriate resources
- ensure that information is sought from parents regarding the individual needs and stage of development of each child when they first start, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development from the outset
- promote positive interactions and help children to concentrate by minimising the distractions caused by background noise.

Inspection judgements

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

The childminder has a poor knowledge of the learning and development requirements. She does not find out about children's starting points from parents when children enter her care. As a result, the childminder does not have a good understanding of the skills children have already acquired. Consequently, education programmes provided do not challenge children and promote their good progress in all areas of learning. For example,

the childminder provides a variety of jigsaw puzzles, however, they are not challenging for children. As a result, she does not support children's problem solving and critical thinking skills effectively. Nevertheless, the childminder does find out about children's interests and provides a limited range of resources that children can freely access, such as vehicles and construction materials. This means children make some choices about their play and initiate their own learning. However, this is not balanced with planned, adult-led learning to promote the next steps in children's development, and activities that are planned, are not well thought out. As a result, children are not engaged well because the resources made available to them do not suit the purpose of the activity. For example, the childminder plans painting for the children, using small world vehicles to make marks. However, the containers holding the paint are not large enough for the vehicles to fit into so children cannot use the vehicles they have chosen. In addition to this, interactions between the childminder and children are poor. The television plays in the background constantly, which distracts the children and the childminder. As a result, the childminder does not engage well with children and they find it difficult to concentrate during their play and during planned activities.

Once children have settled in the childminder's care, she completes observations during their play and uses the information to track their progress. Assessments are completed and some information is shared with parents through discussions and learning records. This means parents have some understanding of how their children are meeting the expected milestones for their age. As a result, they can continue their children's learning at home. However, the childminder does not have a suitable knowledge of her responsibility for sharing assessments with other professionals. Although she is aware that she must complete the required progress check for children between the age of two and three years, she does not encourage parents to share the assessment with other professionals, such as health visitors. In addition to this, progress records are not shared when children move on to school. This means the childminder does not support a shared approach to children's learning. As a result, she does not ensure gaps in children's learning are identified and addressed, or that they enjoy continuity in their learning when they move on to school.

Despite the weaknesses in her practice, tracking documents show that children are meeting their expected targets in the prime areas. During visits to playgroups and other settings, they access a wide range of resources, which extend their choices and support their independent play. Children learn to count, recognise colours and identify shapes during play. As a result, they are developing an appropriate understanding of early mathematics. Children access a limited range of books, which the childminder reads with them. This supports their developing understanding of literature. As a result, children develop some of the skills they need for the next stage in their learning, which is usually nursery school.

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

The childminder suitably promotes the health of the children she cares for. She seeks written permission from parents regarding the administration of particular medicines and

maintains a written record of each time medicines are administered to a child. The childminder demonstrates a suitable understanding of how to keep children safe during their play. Children are supervised appropriately. They are encouraged to risk assess for themselves during daily walks and they learn to identify hazards during outdoor play. For example, they learn how to use large play equipment safely during visits to the park. This means they are learning how to keep themselves safe. The childminder encourages children to be kind, share, and play cooperatively. Behaviour is, generally, managed well because the childminder uses clear explanations to promote children's understanding of right and wrong.

The childminder has a suitable understanding of how secure relationships promote children's emotional well-being. Short settling-in sessions, with their parents, help children to develop secure attachments early in their care. Although this sense of security is misplaced due to significant weakness in meeting children's learning needs. Nevertheless, children play with other children at another childminder's home, playgroups and soft play centres, where they build friendships in larger social groups. This helps them to build secure peer relationships that prepare them for school. Children walk to school each day to collect older children. This helps them to become familiar with daily routines, the school setting, and the adults who will care for them. As a result, children are emotionally prepared for the next stage in their learning.

Children visit local parks where they enjoy large open spaces for running and climbing. This means children develop physical skills, while learning how exercise supports their overall health and well-being. They also develop their understanding of the world around them during walks in the community and visits to the local shops and cafes. Children enjoy a suitable variety of healthy snacks and make choices about the food they eat. Discussions with parents ensure the contents of lunch bags are healthy. This helps children to understand the difference between foods that keep them healthy and treats. Children learn personal hygiene through daily routines, such as hand washing before meals. As a result, they can attend to their own personal care when they move onto school.

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

The childminder has not completed any recent training to update her knowledge of the Early Years Foundation Stage. Consequently, she has a poor understanding of the learning and development requirements. As a result, the childminder does not use information obtained through assessments to plan effective education programmes to promote children's learning. This means she does not support children's good progress in all areas of learning and development.

The childminder completes risk assessments of the premises and places children visit, which helps to minimise risks and keep them safe. The childminder demonstrates an appropriate understanding of the signs and symptoms of abuse, which means she can identify children who might be at risk from harm. She understands the procedures to

follow for reporting any concerns about children, or adults. Records of accidents to children are kept. The childminder completes attendance registers, including the times when children arrive and leave. These show that ratios are maintained. The childminder shares policies and procedures with parents. This means they understand the service she provides.

The childminder does not have effective systems in place for evaluating the service she provides. As a result, her assessment of her practice is not accurate. For example, the childminder has not recognised that the constant noise of the television has a negative impact on children's ability to learn. The childminder has received support from the local authority through audit visits, which have identified areas for improvement. However, the childminder has not taken sufficient action to address weaknesses in her practice and as a result, there are significant weaknesses in teaching and learning. Although the childminder completes observations, the information from them is not used to tailor learning experiences for each child. In addition to this, she does not share information about children's progress and development with other professionals. As a result, the learning experiences for children are not improving.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	311072
Local authority	Kirklees
Inspection number	876876
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	10/05/2011
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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