

Inspection date

11 February 2015

Previous inspection date

9 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always effectively use her observations and assessments to accurately identify children's next steps in learning. Therefore, some activities lack challenge to meet their individual needs.
- The childminder does not always provide a wide range of activities and experiences to promote older children's development in expressive arts and design.
- The childminder does not always involve children in activities that help them to develop a good understanding of safe practices.
- The childminder's action planning to address identified weaknesses is not swift enough to secure a well-established programme of improvement.

It has the following strengths

- The childminder offers long-term commitments to parents and children, often caring for siblings in the same family for many years. As a result, she provides a loving and caring environment, built on positive and trusting relationships with the children and parents. This means children are happy, settled and feel emotionally secure in her care.
- Children make their own choices in play and the childminder plans a varied range of activities around their interests. This means children enjoy what they are doing and they have a positive attitude towards their learning.
- The childminder supervises children and she regularly checks her home so that she puts in place adequate precautions to minimise accidents.

What the setting needs to do to improve further

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

- make the most of information from observation and assessments to plan challenging and purposeful activities to meet children's individual needs, so that they make good progress in their learning
- provide more opportunities for older children to express their own ideas, thoughts and creativity through a wide range of art activities that enable them to explore media, colour, texture and different materials.

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

- engage older children in more activities that help them to follow simple rules, so that they learn about their personal safety and safe practices
- improve action planning to ensure identified weaknesses are swiftly tackled to promote a well-established programme of improvement, to ensure it supports and sustains children's achievements over time.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector discussed self-evaluation, children's learning with the childminder, and looked at a selection of children's records, suitability checks and qualification certificates.

Inspector

Helen Blackburn

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder helps children to acquire some skills they need in readiness for school. She is actively involved in children's play, which means at times, she supports their learning. For example, when playing with the bricks, she encourages them to count and name colours. The childminder positively interacts with children, which supports their communication and language skills. She engages older children in simple conversations when feeding the rabbits and introduces new vocabulary with younger children. The quality of teaching is variable. The childminder observes and assesses children's progress, therefore, she has some awareness of their abilities. However, she does not always use this information to plan activities to support their next steps in learning. This means, although children enjoy the activity, they are not always challenged to make the best possible progress they can. Children independently and confidently access a variety of resources. However, older children have fewer opportunities to express their own ideas and explore media, texture and materials through art activities.

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

The childminder appropriately promotes children's well-being and health. She uses her settling-in visits to find out about children's needs, likes and routines. She encourages children to wash their hands and she provides a varied range of healthy snacks and meals. Through walks and outdoor play, children are physically active, which encourages them to lead a healthy lifestyle. For example, they enjoy short walks to the shop to buy items for their lunch. The childminder introduces older children to some safe practices, such as talking about road safety on outings. She has not fully explored other ways to support them to follow simple safety rules, such as what to do if the smoke alarm sounds. Children behave well and the childminder promotes their confidence and self-esteem through praise. Children attend groups, which helps them form relationships with other children. This helps to prepare children as they move on to nursery or school.

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

The childminder's understanding of meeting the requirements of the Early Years Foundation Stage is sound. She maintains all required documentation, such as accident records and she has clear procedures for dealing with medical emergencies. This means she has addressed some areas raised at her last inspection. However, action taken is not swift enough to address all identified weaknesses, such as planning for children's individual progress across all areas of learning. This means action planning is not secure enough to sustain improvement and children's achievements over time. The childminder makes use of some training. She regularly completes safeguarding training to ensure she understands her role in protecting children from harm. The childminder works well with parents. She frequently shares information with them to promote continuity in children's care and learning. For example, they agree ways to support children's self-care skills so that they manage their own hygiene needs.

Setting details

Unique reference number	311036
Local authority	Kirklees
Inspection number	818893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	9 June 2011
Telephone number	

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives in a house in Dewsbury, West Yorkshire. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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