

Inspection date	05/06/2014
Previous inspection date	17/09/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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 does not ensure children are protected at all times because she does not report concerns about children's safety and welfare, to agencies who have statutory responsibility, such as social care services.
- The childminder does not always seek support and guidance from other professionals involved with children. As a result, concerns are not always shared, and effective strategies for supporting children with special educational needs and/or disabilities in the setting, are not put in place.
- Records of children's progress are not always true and accurate. As a result, concerns about children's development are not shared with parents in a timely manner. This means appropriate strategies are not put in place to support children's continuing progress.
- The childminder does not accurately evaluate her practice. As a result, significant weaknesses have not been identified and the previously high standards of the provision have not been maintained.
- The childminder does not always effectively implement her policy for promoting equal opportunities. As a result, reasonable adjustments are not always made to ensure all children are well supported.

It has the following strengths

- Children develop secure peer relationships because they are taught to be kind, play

cooperatively and to consider the needs of others.

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 playrooms.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector spoke to the co-childminder during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminders working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of a parent spoken to on the day, and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in the Meltham area of Holmfirth. She works with her daughter who is her co-childminder. The whole of the ground floor and the rear garden is used for childminding. The childminder collects children from the local schools and pre-schools. There are currently 23 children on roll; two of whom are in the early years age group, and attend for a variety of sessions. The childminder operates all year round, from 6am until 9am and 3pm until 7pm, during term time, and 6am to 7pm, during school holidays, except bank holidays and family holidays. The childminder cares for children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop an understanding of the government's statutory guidance, 'Working Together to Safeguard Children', and ensure correct procedures are followed for reporting concerns about children's safety and welfare
- improve partnerships with other professionals involved with children to ensure concerns about children's development are shared, and effective strategies are implemented to support their continuing progress
- implement policies and procedures that support equality of opportunity, and ensure reasonable adjustments are made to support the needs of all children
- ensure ongoing assessments of children's development are true and accurate, and make certain any concerns about children's progress are identified, and shared with parents, in a timely manner.

Inspection judgements

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

Observations and assessments of children's learning do not always provide an accurate overview of children's development because sometimes they are contradictory. For example, summative assessments portray concerns about children's development, whereas ongoing observations and learning records, show only positive progress. This means the information provided to parents about their children's learning is not always

true and accurate. Consequently, they are not fully supported in promoting their children's continuing progress at home, because they do not have a precise overview of their children's next steps in learning. However, the childminder does obtain children's starting points from parents. She also obtains information from settings children have previously attended. This means she has a suitable understanding of children's learning needs when they enter her care. She uses the information to plan activities that incorporate the seven areas of learning, and take into account the skills they have already acquired. This means when children enter her care, their continuing progress towards the early learning goals is initially, promoted.

The childminder only provides care for children before and after school, and during school holidays. This means all children are school age and they can play independently. The childminder works with her co-childminder. Children are supervised well, and children are well supported in their play. Educational programmes take into account experiences children enjoy in school and this means for the majority of children, they complement their learning in school. For example, they monitor the growth of the tadpoles in the pond and observe how they change as they grow. Children choose board games to play with their friends, where they learn to follow instructions and observe rules. They also use interactive equipment to build on their learning in school, such as improving their mathematical and literacy skills by using clues to solve puzzles. The childminder also offers them a choice of adult-led activities, such as preparing their own meals and writing shopping lists for the ingredients they need. The childminder shares information about children's learning with teachers. However, because assessments of children's progress are not always true and accurate, the information the childminder is sharing with school is not always a correct representation of their attainment. This means continuity in their learning is not effectively promoted.

Children, and parents, are involved in planning and as a result, trips to places of interest extend educational programmes, and reflect children's preferences for learning. Parents are kept informed about the activities their children enjoy through daily discussions, emails and newsletters. Comments in parent's feedback, show that overall, parents are confident that their children are happy, and they enjoy a range of interesting activities while in the childminder's care. Parents spoken to on the day of the inspection comment that good interactions with the childminder support their children in making good progress in their learning. However, because ongoing learning records portray strong progress, but do not always record concerns about children's development, concerns are not raised with parents in a timely manner. As a result, effective early intervention strategies are not implemented to ensure children's continuing progress is fully supported. In addition to this, the childminder does not always seek advice and guidance from other professionals involved in children's care, such as social workers. This means some children with special educational needs and/or disabilities do not receive sufficient levels of support to ensure their continuing progress is promoted.

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

The childminder does not follow correct procedures for reporting safeguarding and welfare concerns about children in her care. Although she has completed safeguarding training to

improve her knowledge of child protection issues, she does not implement safeguarding policies and procedures effectively. In addition to this, she does not work in partnership with other professionals involved in children's care. This means that concerns are not passed on to agencies with statutory responsibilities for protecting the safety and welfare of children. As a result, the most vulnerable children are not protected at all times. Despite this, the childminder promotes children's developing understanding of risk by teaching them to risk assess, and identify hazards, for themselves. For example, they are taught to use equipment safely and they know why they must wear a seatbelt when travelling in the car. This means they are developing a sound understanding of how to keep themselves safe.

The childminder works with a co-childminder. On entry to the setting, each child is allocated a key person. This helps the smooth transition and supports them in building secure relationships early in their care. Children show that they are happy and confident as they move around the setting. They attend a number of different schools and they are developing robust relationships with their peers. This helps to prepare them for the larger social environment they will experience in the next stage of their learning, such as high school. The childminder has policies and procedures in place for promoting equality of opportunity. However, they are not implemented effectively. For example, she does not share concerns about changes in children's behaviour with parents when they happen, and she does not always seek additional support from other professionals, who are involved in children's care. As a result, early intervention strategies are not implemented in a timely manner, and reasonable adjustments are not always made, to ensure all children are supported well and continuity in their care is maintained.

The childminder does promote children's overall health and fitness. Children enjoy outdoor play every day. This means they begin to understand how exercise contributes to their overall health and well-being. Children are involved in the planning of healthy menus and they assist in preparing the evening meal. This helps them to make informed choices about the food they eat. They are encouraged to develop good hygiene routines, such as washing their hands and brushing their teeth. This means they develop a good understanding of how to stay healthy. Everyday practices, such as eating together at meal times, reflect routines they experience in school. Consequently, they enjoy consistency in their daily routines. The childminder helps children share, play cooperatively and to resolve disagreements. As a result, they receive clear and consistent messages and children's behaviour is good.

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

This inspection was brought forward by Ofsted following information that raised concerns about children not always being sufficiently supervised or kept safe. The information also raised concerns that information about children's development is not shared appropriately with parents, and professionals involved in children's care are not consulted to ensure children receive good levels of support while in the childminder's care. The inspection found that the childminder does not implement her safeguarding policy and procedures if she has concerns about children's safety and welfare. This means children are not

protected at all times. She does not always seek the support and advice of other professionals involved in children's care. As a result, effective strategies are not put in place, and reasonable adjustments are not always made, to ensure children with special educational needs and/or disabilities are sufficiently supported while in the setting. Also, information provided to parents about children's development is sometimes contradictory. This means they do not have a true and accurate overview of their children's progress. As a result, the childminder has failed to meet the legal requirements of the Early Years Foundation Stage. She is also failing to meet the requirements of the compulsory and voluntary parts of the Childcare Register.

Nevertheless, policies and procedures are shared with parents to ensure they have some understanding of the service the childminder provides. A complaints policy is in place, and the childminder responds to any complaints within required timescales. Attendance registers are completed, including the times that children attend. This ensures ratios are maintained at all times. The premises are checked daily, and the childminder has completed suitable risk assessments to identify any hazards to children. She also completes risk assessments for outings that children attend, and she ensures arrangements for transporting children in her car are appropriate and safe. This contributes to children's general safety. The childminder works with a co-childminder. During busy periods, such as meal times, staffing is well organised to ensure children are appropriately supervised at all times. The childminder holds a current first-aid certificate, which means she can give appropriate treatment if there is an accident to a child in her care.

The childminder works in partnership with her co-childminder to assess the effectiveness of the service they provide. She attends training to improve her skills, for example, she has completed training in promoting communication and language skills with young children. This means she is improving her knowledge and in general, she provides educational programmes that promote children's continuing progress. She has taken some action to address areas for improvement identified at previous inspections. For example, she obtains information from settings that children have previously attended, to ensure she provides continuity in their learning when they enter her care. The childminder seeks the views of parents and children, and overall, their feedback is very positive. Children are involved in planning and this ensures, overall, educational programmes reflect their interests, and complement their learning in school. However, the childminder is not accurately assessing her strengths and weaknesses. This means significant areas for improvement, such as working in partnership with parents, working with other professionals, and improving her understanding of the procedures to follow to safeguard children, are not addressed. As a result, action plans do not focus on areas of weakness and the previously high standard of care for children has not been maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Not Met

(with
actions)

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

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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

Unique reference number	310790
Local authority	Kirklees
Inspection number	976888
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	23
Name of provider	
Date of previous inspection	17/09/2009
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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