

Inspection date	18/06/2014
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	2
	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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Parents are involved in assessing their children's learning. As a result, they have a good understanding of their progress and they can promote their continuing progress at home.
- Detailed assessments of children's progress ensure gaps in learning are identified. As a result, planning focuses on next steps in learning, and gaps for children who are not meeting their expected milestones are narrowing.
- Children are protected at all times because the childminder has a thorough understanding of safeguarding issues, and clear procedures are in place for reporting any concerns about children or adults.
- The childminder effectively monitors her practice. This means she has an accurate understanding of her strengths and weakness, and focused action plans support continuing improvement of her practice.

It is not yet outstanding because

- On occasions, the childminder directs children's play rather than following their lead. This means children's natural curiosity is not always fully explored because they do not always freely investigate the resources available.
- On occasions, the childminder misses opportunities to use questioning to explore children's ideas and help them share their learning experiences. As a result, their knowledge is not always explored in as much detail as it could be.

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 and the outside learning environment.
- 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 and qualifications, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.

Inspector

Nicola Dickinson

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, two adult children and one child aged 10 years in Ossett. The whole of the ground floor, and the rear garden are used for childminding. The family has two pet cats. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 11 children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6.15pm, Monday to Friday, except Bank Holidays and family holidays. She holds a relevant qualification at level 3 and she is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's learning experiences by observing their natural curiosity and following their lead during activities, so that their independent investigations are fully promoted, for example, by allowing them to choose how they explore sensory media with their bodies
- extend opportunities to engage children in discussions by using open-ended questioning, so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail.

Inspection judgements

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

The childminder has a thorough understanding of how children learn. She provides a wide range of stimulating activities that support their strong progress. For example, they enjoy walks in the woods where they explore the natural world around them, and use clues to 'hunt for bears'. On occasions, during play, the childminder misses opportunities where she could use questioning to extend children's learning. For example, while exploring the sounds of musical instruments, she does not encourage them to compare the different sounds, such as which are louder or quieter. As a result, their knowledge is not always explored in as much detail as it could be. Nevertheless, children are keen to learn and share their ideas. The playrooms are planned well to encourage independent play. For example, children can access a variety of resources that support creative play, role play and early writing. Children enjoy adult-led activities that target their next steps in learning, such as developing early mathematical skills by counting and grouping objects. These are,

in general, balanced with child-led free play, which means they can follow their interests and preferences for learning. However, on occasions, the childminder leads children's play rather than giving them time to freely investigate. For example, she directs babies to use a brush with their paints rather than allowing them to choose how to explore them. This means their natural exploratory impulse is not always fully promoted. Despite this, all children are making good progress in their learning.

The childminder works hard to involve parents in children's learning. She keeps them very well informed about their children's activities and progress by sharing termly assessments with them. During settling-in visits, the childminder obtains information about children's starting points and interests from their parents. She also completes initial assessments with parents, which give her a clear picture of children's attainment. This means educational programmes focus on their individual learning needs from the outset. Information is kept up to date through daily discussions with parents, and the childminder encourages them to add information to learning records. This ensures she has detailed information about each child's needs. Learning records include observations and assessments, and photographs depict activities children have enjoyed while in the childminder's care. The childminder completes the required progress check between the ages of two and three years with parents. She has established robust partnerships with other professionals by attending groups at the local children's centre. This ensures any areas where children are not achieving are effectively addressed, and good early intervention strategies are implemented to support them. As a result, gaps for these children are narrowing. Development records show that all children are achieving well from their starting points, across all areas of learning.

Children enjoy small group activities at the local library, such as story time and singing sessions, that reflect those they will experience in school. The childminder supports their understanding of early literacy and mathematics, and they develop their understanding of technology by using a range of programmable media. This gives them the foundations they will need for the next stage in their learning, which is usually the local nursery school. The childminder links with other early years providers to share information about children's learning, and assessments of children's progress ensure information shared about children's development is accurate. This ensures children enjoy continuity in their learning.

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

Children's safety is given high priority. They are supervised well and kept safe, and they are taught to risk assess for themselves. For example, they learn to cross the road safely, and they adhere to safety rules in places they visit, such as staying safe near water. This means they are developing a thorough understanding of how to protect themselves from danger. The childminder encourages children to share and take turns, and she uses clear, simple explanations to promote the younger children's understanding of the consequences of their actions. Older children have made their own rules for the setting. They observe these and encourage other children to do so. As a result, all children are developing a good understanding of right and wrong, and they behave well. Children are developing their understanding of equality and diversity and the community they live in through a

range of activities, such as trips to buy fruit and vegetables in the local market. They also explore different countries and cultures to develop their understanding of the world. This means children are learning to tolerate each other's differences, and they are developing strong peer relationships. The childminder attends local playgroups and meets with other childminders. This helps children to build relationships in bigger social groups. As a result, they are emotionally prepared for the larger social environment they will experience when they move on to school.

Children demonstrate that they are happy and confident. They welcome visitors and are keen to show off their skills. Well-organised daily routines, such as preparing their own snacks and putting on their own shoes, build on their growing independence and help them to become familiar with the routines they will experience in school. The childminder demonstrates a thorough understanding of children's need for additional emotional support during periods of change in their lives, and she offers them high levels of support. She attends induction sessions with them at the local nursery school. This means they can explore their new surroundings while still having the security of a familiar adult. When children enter her care they enjoy short transition visits to help them settle. This promotes the smooth transition and provides some continuity in their care. The childminder has a thorough knowledge of how strong relationships promote children's well-being. This means she can give them high levels of support to ensure their care needs are met, and they develop secure and robust attachments early in their care.

Children enjoy trips to a wide range of places of interest that extend their learning into the natural environment, and the garden provides them with opportunities for enjoying outdoor teaching. For example, they grow their own fruit and vegetables to eat and use in baking. They also enjoy play with sand and use chalk to draw on a large scale. They can test their skills on play equipment or use ride-on toys that promote their physical development. This helps them to understand how exercise supports their overall health and well-being. Children enjoy a wide variety of healthy meals and snacks. Discussions at mealtimes help them to understand how making healthy choices promotes their health and fitness. Children learn personal hygiene through everyday routines, such as washing their hands after using the toilet. This helps them to be independent in their self-care when they move on to school.

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

The childminder has a detailed understanding of child protection issues, and children's safety is given high priority. She has completed advanced safeguarding training to develop her knowledge of how to keep children safe. There are clear procedures in place for reporting concerns about children or adults. The premises are kept secure at all times. The childminder conducts daily checks of the premises and equipment to ensure the environment is safe and suitable for children. Written risk assessments are in place for the premises and places children visit, and they are reviewed regularly. A register of the children attending, including when they arrive and leave, is in place. The childminder supports parents' understanding of her practice by providing them with copies of policies and procedures so they fully understand the service she provides. She holds a current

first-aid certificate, which means that she can give appropriate treatment if there is an accident to a child in her care.

The childminder has a comprehensive knowledge of the learning and development requirements. She is keen to improve her skills through a programme of professional development, and attends a number of training courses to develop her knowledge. For example, she has attended training to improve her knowledge of how to support children's emotional well-being. She monitors the success of planned learning to ensure children's experiences offer them appropriate levels of challenge, and help them to maintain good progress across all areas of learning and development. Children are involved in planning. This means the service the childminder provides meets their individual learning needs because it reflects their interests.

The childminder continually evaluates the service she provides. This helps her to make an accurate assessment of her strengths and weaknesses. As a result, focused action plans are put in place to address any areas identified for improvement. For example, developing the outdoor area to improve play opportunities. To ensure high standards are maintained, the childminder seeks feedback from parents and children, and takes into account their ideas when planning changes. For example, she now meets with parents at the end of each term to discuss their children's progress. Comments from parents are positive and show that they value the service she provides. For example, they say the childminder has an exceptional attitude and dedication to looking after children, she provides good support for learning, and she is always on hand to help and give advice.

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	EY296232
Local authority	Wakefield
Inspection number	820153
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	21/10/2008
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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