

Inspection date

28/11/2014

Previous inspection date

06/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The childminder and her assistants have a good understanding of their role in protecting children and regularly access safeguarding training. They are confident in their knowledge of the procedures to follow to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She makes accurate assessments of children's progress and their next steps in learning. This helps her to plan and provide resources and activities that children find interesting and challenging. As a result, children make good progress.
- The childminder and her assistants have developed good working partnerships with other early years providers and parents. As a result, they complement what children are learning at home and in other early years settings they attend.

It is not yet outstanding because

- The childminder occasionally places too much emphasis on the desired outcome of an activity during planned art and craft activities. This means that children sometimes have less opportunity to freely experiment and express themselves naturally through creative arts and design.
- Assistant deployment after lunch means that children are not playing as purposefully as they do at other times of the day.

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 playroom and held discussions with children.
- The inspector held discussions with the childminder and conducted a joint observation with her.
- The inspector looked at children's assessment records and the childminder's planning documentation.
- The inspector checked evidence of the suitability of all household members, assistants and the childminder's qualifications.
- The inspector discussed the childminder's self-evaluation and plans for improvement.

Inspector

June Rice

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Ossett, near Wakefield. The childminder is registered to work with an assistant. The whole of the ground floor is used for childminding. The family has a pet dog, fish and two tortoises. The childminder collects children from the local schools. There are currently 26 children on roll, 19 of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except for family holidays. She supports children with special educational needs and/or disabilities. The childminder holds an appropriate early years qualification at level 3 and is a member of 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:

- enrich children's opportunities to express themselves freely through creative arts and design, for example, by putting less emphasis on them reproducing someone else's picture
- review assistant deployment after lunch to help further enrich children's play experiences.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has very effective systems in place to help her obtain good information about children's prior skills, knowledge and understanding from parents before they start. This helps her to make accurate assessments of children's level of achievements and to identify their next steps in learning. The childminder and her assistants know what interests motivate the children they care for. They use this knowledge to plan and provide resources and activities that, on the whole, are purposeful and challenging. As a result, children make good progress.

Teaching is effective and overall successfully supports children's learning in an environment that promotes their independence. The childminder provides parents with up-to-date information about their children's progress. She also invites them to provide details of anything new that their children are achieving at home. The childminder further encourages parents to be actively involved in their children's learning by providing them

with ideas of what they can do at home. As a result, children develop the skills they need for their next stage in learning, such as school. The childminder works with parents/carers, other early years providers and professionals to support children with special educational needs and/or disabilities.

Children enjoy make believe as they access role-play equipment and resources. For example, they select a shopping basket to go shopping and then decide to make a cup of tea. Assistants are observant during this time and use their skills to extend children's learning. For example, they ask children to name and describe the different foods they have bought and encourage them to talk about the foods they like. They listen to children carefully and respond sensitively being careful to use the correct words, which children then repeat. As a result, children develop their skills in communication and language. Children's early mathematical skills are well promoted through small group activities. These are well planned and adapted to suit children's individual capabilities. For example, during a game of floor dominoes, children in the same group are presented with different levels of challenge. Some children are encouraged to count, while others find a specific number of dots and look for matching dominoes. Children enjoy the level of challenge presented to them and are pleased with their achievements. This also promotes their personal, social and emotional skills as they learn to work together. However, there is occasionally too much emphasis placed on the desired outcome of an activity, such as designing special cards. This means that children sometimes have less opportunity to freely experiment and express themselves naturally through creative arts and design.

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

The childminder promotes children's health and well-being effectively. She works closely with parents and obtains information about food allergies and special diets. The childminder takes full account of this information when planning meals and snacks. Children are encouraged to talk about the food they like, drinks are accessible and children enjoy fresh fruit for snacks. As a result, children learn to eat and drink healthily. Children are provided lots of opportunities to enjoy fresh air and exercise. They enjoy visits to the local parks and playing in the garden. They learn to use a wide range of equipment, such as climbing frames, swings and slides. This promotes children's physical well-being and helps to teach them the benefits of fresh air and exercise. Children learn about good hygiene practice through discussion and daily routines. For example, they know to wash their hands before meals and after using the toilet.

Children learn to behave in ways that are safe for themselves and others. For example, as they freely move around at different speeds in the play area, they are reminded to be careful of others. Children learn the importance of being visible and wear high-visibility vests during their outings. The childminder and her assistants have high expectations for good behaviour. There is a focus on very young children learning to share and take turns, and older children are reminded to be patient and wait their turn. Children naturally test their boundaries and when managing this, the childminder and her assistants are calm and sensitive in their approach. They kneel down at children's level, simply explain what was wrong with what they did, and where appropriate ask them to apologise to their friend. As a result, children are learning to be considerate to others. This promotes their personal,

social and emotional development in preparation for their next learning environment, such as school.

The childminder and her assistants work closely with parents from the start. They encourage parents to provide detailed information about their children's individual care needs and home routines. Children are emotionally well supported. For example, parents are encouraged to visit with their children for short periods to help prepare them for their move into the setting. This helps children to begin to develop a strong emotional bond with their key person and effectively promotes their well-being. As a result, parents are confident to leave their children because they settle quickly.

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

The childminder and her assistants have a good understanding of their role in protecting children and regularly access safeguarding training. They are confident in their knowledge of the procedures to follow to ensure children are protected from abuse or neglect. This helps to keep children safe from harm. The childminder understands her role in ensuring confidentiality and this includes the appropriate use of social media networks. The childminder has completed suitability checks on all her assistants, including on their qualifications and experience. This helps to ensure that they are suitable to work with children. She is clear about requirements with regard to ratios and the number of assistants who can be present, and maintains them appropriately. The childminder monitors the quality of their teaching to ensure that children are being appropriately supported and challenged and carries out appraisals. This helps her to identify and source training that is focused on improving the quality of care and education provided. For example, the childminder and her assistants have attended training on letters and sounds, observation assessment and planning, conflict resolution and emotional well-being.

The childminder has all required documentation in place to support children's safety and well-being. She completes visual risk assessments on a regular basis. Assistants are well deployed overall and this ensures that children are within sight and/or hearing at all times. However, assistant deployment after lunch means that children are not playing as purposefully as they do at other times of the day because adults are too focused on cleaning up. Following her last inspection, the childminder has sought the views of parents and children to help her evaluate the care and education she provides. She has also forged good links with local schools and nurseries. They share information about children's progress and development, and share ideas of how they are supporting them. This helps her to complement what they are learning at other settings they attend. This has a positive impact on the quality of care and education provided.

The childminder has a good partnership with parents. She goes through her policies and procedures with them and explains how she promotes children's learning. As a result, parents have a good understanding of how she operates. The childminder completes a progress check for children between the ages of two and three years. This helps her to monitor children's learning very effectively and to identify any gaps in their learning early. The childminder makes good use of this information while working in partnership with

parents and outside agencies. As a result, children and their families receive the additional support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY364727
Local authority	Wakefield
Inspection number	998620
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	26
Name of provider	
Date of previous inspection	06/01/2009
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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