

Inspection date	02/06/2014
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder builds strong relationships with children who are content and secure in her warm and affectionate care.
- The childminder develops positive relationships with parents. As a result, children experience continuity and consistency of care.
- The childminder understands her role and responsibility regarding safeguarding children to protect their welfare.

It is not yet good because

- Observations, assessments, tracking and the monitoring of the children across all areas of learning is inconsistent. Therefore, gaps in learning are closing slowly and children do not make as much progress as possible in their development.
- The childminder's initial assessments of the children are not consistently rigorous and information gathered from parents about their children's starting points and ongoing observations is insufficient. As a result, the planning of activities does not always match the learning needs of children or shape their future learning experiences.
- Teaching is variable. There is not enough emphasis placed on focused teaching to extend learning and help children make good progress.
- The childminder does not consistently share information about children's development with the other early years provisions that children attend. As a result, the continuity of children's development is not maximised.

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 and the quality of the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector sampled a range of documentation, including children's records and checked the childminder's suitability and qualifications.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two children aged six and three years of age. The family live in a house in Pontefract, West Yorkshire. The whole of the ground floor and the two children's bedrooms on the first floor of the home are used for the children. The rear garden is used for outdoor play. The childminder visits the shops and the park on a regular basis. She takes children to and from the local nursery and school. There are currently five children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round except for family holidays. The childminder is a member of Professional Association for Childcare and Early Years and has a level 3 qualification in early years.

What the setting needs to do to improve further

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

- help parents to participate fully in the assessment process, by encouraging parents to contribute their ongoing observations of their children's development and by obtaining information about children's starting points in all areas of learning at the onset of care and use this information to shape future learning experiences for each child
- improve the observations, assessments, tracking and the monitoring of the children's progress across all areas of learning to ensure that gaps are closing and children make as much progress as possible
- provide more focused teaching during activities, for example, by clarifying and sharing ideas and providing more opportunities for children to think and talk when asking questions to further extend their learning by allowing them sufficient time to respond
- improve links with the other early years provisions that children attend, for example, by discussing and sharing information regarding the children's learning and development.

Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage and of how children learn and develop. Children play with an interesting range of toys and resources. They participate in freely chosen learning experiences and have some opportunities to extend their knowledge through adult-led, planned activities. The childminder plans activities on a daily basis around children's interests and the next steps in their learning, which she identifies from her observations of the children. However, children's starting points are not clearly identified. In addition, the information gathered from parents about what children know and can do on entry to the provision is mainly focused around care needs. This does not fully enable the childminder to immediately plan activities that shape future learning experiences across all areas of learning, to maximise children's progress from the beginning. The childminder also does not rigorously assess and track children's progress towards the early learning goals over time. As a result, activities do not consistently match children's learning needs, consequently, children make no better than satisfactory progress in their development. The childminder completes the children's progress check at age two to help her identify any additional support that children may need.

Parents are suitably involved in their children's learning. They access their children's development records and the childminder completes a daily diary of their care routines and activities. However, parents are not fully encouraged to add their own observations of their children's development to maximise the planning for future activities and learning. The childminder has strategies in place to help parents continue their children's learning at home. For example, she discusses the next steps in their learning and makes suggestions about activities.

Teaching is satisfactory. The childminder provides stimulating activities for the children. She encourages language development as she asks questions and talks with the children about what they are doing. She also models good listening skills as she listens when children enthuse about their interests. However, she does not work with the children effectively in thinking through ideas to help them make connections in their learning, for example, by asking questions, such as, 'I wonder what will happen if....?'. In addition, she occasionally does not give children time to absorb and think about the questions that she asks before she moves on or answers the questions herself. Therefore, children are not always given time to think and respond in their own words. Children have opportunities to solve problems as they complete jigsaw puzzles. They also develop their small muscle movements as they use threading activities or draw pictures using chalk and paint. The childminder talks with children about what they are drawing and helps them pay greater attention to the finer detail, such as, the position of the eyes and legs. Children take part in baking activities and learn about weight and measure as they weigh the ingredients. Children have opportunities to learn about how things work and happen when they press buttons on electronic activities or 'pop up' toys. Children are encouraged to use their imaginations well. The childminder listens to the stories that they create about dinosaurs and they chatter as they play with the small world figures. Consequently, children develop skills that they need in readiness for school.

Children have a warm and caring relationship with their childminder. They settle well, are comfortable and confident in the childminder's home. The childminder encourages parents to play an active role in her settling-in procedures. This ensures that children settle at a comfortable pace and become familiar with the childminder, her family and the environment prior to being left in her care. The childminder discusses and records any relevant information in relation to the children's care needs, in order that their health and well-being is promoted. However, other aspects of development are less well planned for on entry to the setting. Transitions to other settings are managed appropriately. The childminder talks with the children about what to expect when they go to nursery or school. This helps to prepare them emotionally for the move. Children behave well and display lovely manners. The childminder's clear boundaries and rules ensure that children develop a consistent understanding of what is and is not acceptable within the childminder's home. The childminder uses lots of praise and encouragement, which boosts the children's self-esteem and confidence.

Children are given lots of opportunities to be independent within the environment. A good range of resources is accessible at child height in the playroom to enable children to make choices about what they want to do. Child size furniture is used so that children are comfortable and can reach the activities easily. There are attractive posters and some of the children's work is displayed on the walls. This makes the environment stimulating and gives the children a sense of belonging. Children are given choices about the food and drink that they consume. For example, after lunch they chose their flavour of yoghurt and they discuss the colour and the flavours together.

Children have good opportunities to play outdoors daily where they benefit from exercise and fresh air. Children develop a positive approach to healthy eating and enjoy nutritious meals and snacks, which include lots of fruit and vegetables. A full cooked meal is provided at lunch time and individual dietary needs are followed. Children learn about good hygiene practices as part of their daily routines. For example, they wash their hands before snack and after visiting the bathroom and they know that this 'gets rid of the germs'. As part of the activities the childminder helps children understand about how to keep themselves and others safe. For example, they learn how to take risks as they climb the slide or play on the large apparatus. This boosts children's confidence in a safe environment. They also learn about safety on outings, such as, how to cross roads safely. The childminder gives clear explanations to help children understand about their safety, for example, she reminds them to be careful and not walk over the spilt sand, just in case they slip.

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

The childminder has a sound understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder

completes risk assessments of her home and outings, implements her policies and procedures for all aspects of her provision. This further helps to safeguard children's welfare. Adults in the home are checked to ensure that they are suitable.

The childminder appropriately monitors and evaluates the provision that she offers. She identifies the strengths and some of the areas she wishes to improve to promote the continuous development of her provision. She has completed all of the areas of development identified at her previous inspection. This promotes children's well-being and shows her willingness and capacity to continually improve. She involves parents and children in her monitoring and evaluation processes through discussions and her observations of the children. Parents are happy with the care and learning that their children receive and have not made any suggestions for future development. However, the childminder's monitoring of the educational programmes is less well developed. She is not yet rigorously reviewing all aspects of children's development to fully identify any gaps in learning. Consequently, children make satisfactory progress. The childminder attends training courses through various sources to further develop her skills to enable her to promote the children's development.

The childminder establishes suitable partnerships with parents. For example, she provides them with information about her provision, including her policies and procedures. She keeps parents informed with displays and face-to-face communication. The childminder is aware of the need to work alongside other agencies to promote the well-being of the children. However, links with the other early years providers that children attend are not well established. As a result, she is unable to exchange accurate information regarding children's development to further promote continuity of learning.

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. 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	EY385318
Local authority	Wakefield
Inspection number	878939
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	15/06/2009
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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