

Inspection date	03/11/2014
Previous inspection date	04/11/2009

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

- The childminder has a good understanding of her role in protecting children. She is confident in her ability to take appropriate action to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- The childminder effectively promotes children's emotional well-being. As a result, children settle quickly and develop strong bonds with her.
- The childminder makes accurate assessments of children progress and identifies their next steps in learning. She uses this information to plan effectively for their individual learning needs. As a result, children make good progress across all areas of learning.
- The childminder has successfully taken action to overcome weaknesses from her previous inspection. Consequently, this has improved children's health, safety and well-being.

It is not yet outstanding because

- The childminder does not make the most of helping children understand the reasons for their good hygiene practice.
- The childminder's strategies for involving parents in their children's learning are not always used to their full potential.

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 and qualifications of the childminder and the suitability of household members.
- The inspector took account of information in the childminder's self-evaluation form and improvement plan.

Inspector

June Rice

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in Castleford, near Pontefract. The whole of the ground floor is used for childminding. She collects children from the local schools. There is currently one child on roll in the early years age range. The childminding provision operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- build on children's ability to understand the reasons for good hygiene practice, for example, by providing simple explanations about why they need to wash their hands
- extend the already good methods used to engage parents in their children's learning, to help children make more rapid progress.

Inspection judgements

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

The childminder supports children's development through good teaching skills. She knows what children can do and makes accurate assessments of their learning and development. The childminder effectively plans a good balance of adult-led and child-initiated activities that takes account of what children can do. As a result, children are motivated to learn through play and make good progress across all areas of learning. The childminder provides resources that are age and developmentally appropriate and children are able to select them for themselves. This helps to promote children's independent learning skills. As a result, children are developing the skills they need for their next stage in learning, such as school. The childminder shares information with parents about what their children are learning and how she is promoting their learning on a regular basis. However, systems to support parents to share what they know about their children's achievements at home are less effective. This means that the childminder does not always have a comprehensive picture of what children can do at home that she can build on so that children can make more rapid progress.

The quality of teaching is good. The childminder listens carefully to what children have to say and times her interactions well. She knows what children are interested in and makes good use of this knowledge effectively to support children's learning, such as combining

children's interest in technology and music. For example, she plans an activity where children use a variety of musical instruments alongside an interactive programme that invites them to listen and repeat the sounds they hear. Children beat the drum with sticks, shake a tambourine and sing as they watch the screen and repeat the sounds of different letters, such as 's' for snake. The childminder is also careful to repeat what children say and to introduce new words. This helps to extend their vocabulary. As a result, children develop their skills in communication and language, physical development and expressive arts and design.

The childminder commentates on what children are doing and supports their imagination during role play by showing that she is interested in what they are doing. For example, when children go shopping she asks them what they are going to buy. Children respond by selecting various items, including a toaster, and holding them out to show her. The childminder says 'Oh have you bought a toaster?' and children reply 'toaster for toast'. She extends this conversation by asking if they can find some bread to toast. As children look around she encourages them to count the slices of bread they find. Children meet this challenge well and confidently count out loud. Children enjoy walks in the local community and visit local parks. They enjoy the opportunities to share experiences, such as planting and growing vegetables and hunting for bugs. This promotes their personal, social and emotional development and their understanding of the world.

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 to promote healthy eating. For example, she takes account of any food allergies and special diets, when planning meals and snacks, and uses fresh produce when preparing meals. Children are offered fruit at snack time and water and milk to drink. As a result, children learn to eat and drink healthily. The childminder provides children with opportunities to experience the different seasons. For example, they go puddle jumping and collect leaves and twigs to use in their artwork. This promotes children's physical well-being and helps them to enjoy the benefits of fresh air and exercise. Children learn how to take care of their own bodies through their daily routine. For example, they help themselves to a drink when they are thirsty and learn to wash their hands before eating. However, while there is a focus on good hygiene practice, there is no explanation to children about why this is important. This does not fully promote their understanding of why they are washing their hands.

Children learn to behave in ways that are safe for themselves and others. For example, the childminder reminds children not to run inside and how to use gardening tools sensibly. The childminder has high expectations for good behaviour. She teaches children to be considerate towards others, to share and take turns. As a result, children are well behaved and learn to cooperate with others. This promotes their personal, social and emotional development in preparation for their next learning environment, such as school.

The childminder obtains good information from parents about their children's individual care needs. Before a placement begins, she encourages parents to leave their children for

short periods of time to help them gradually develop a relationship with her. As a result, children's onward transition from home into her setting is managed well. Consequently, children settle quickly and develop a strong emotional bond with her.

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

The childminder has a good understanding of her role and responsibility for protecting children. Her safeguarding policy is shared with parents and reflects the current guidance from the local authority. The childminder has all required documentation in place to support children's safety and well-being. She carries out visual risk assessments and keeps a record of any action taken to reduce risks to children. The childminder's home is secure and she makes sure that she can see and hear children at all times. This helps to ensure children are kept safe.

The childminder has a good understanding of the learning and development requirements and demonstrates a positive attitude towards continued improvement. Following her last inspection, the childminder has obtained and maintained a valid first-aid certificate. The childminder has carried out self-evaluation to help her to assess the quality of the care and education she provides. This has a positive impact on children's care, learning and well-being. The childminder's partnerships with parents are good overall. She generally keeps them up-to-date with their children's learning and well-being. She also provides parents with information about her policies and procedures to ensure they have a clear understanding of how she works.

The childminder understands the responsibility of completing a progress check for children between the ages of two and three years. This ensures that any gaps in their learning are identified early and able to be effectively monitored. The childminder also understands her responsibility to work closely with other early years providers and outside agencies in order to support children and their families, should they need it.

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. 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	EY385660
Local authority	Wakefield
Inspection number	821675
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	04/11/2009
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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