

Inspection date

15/12/2014

Previous inspection date

20/04/2011

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 good systems in place for sharing information with parents about children's learning and they are supported in promoting children's learning at home. This ensures children make strong progress because their continuing learning is consistently promoted.
- Educational programmes cover the seven areas of learning and take into account children's interests and abilities. Children are keen to learn and they are supported through good quality teaching.
- The childminder has a good understanding of safeguarding. There is a strong focus on keeping children safe and children learn to risk assess for themselves. As a result, they develop a thorough understanding of how to keep themselves safe.
- The childminder works closely with her co-childminder to evaluate her practice and obtains the views of parents and children. She implements focused action plans that support improvements in her service.

It is not yet outstanding because

- The childminder does not always fully promote children's understanding of the world because she does not always discuss with children why events, such as Christmas are relevant to them.
- Children who speak English as an additional language are not provided with labels and displays to help them make associations between English and their home languages.

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 playroom.
- 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 spoke to the co-childminder during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of all household members, and the childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the views of parents 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 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Featherstone and works with a co-childminder. The whole of the ground floor and the rear garden are used for childminding. The family has a hamster as a pet. The childminder attends 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 15 children on roll. Of these, six are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.45am to 6.15pm, Monday to Friday, except bank holidays and family holidays. The childminder cares for children who have English as an additional language 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:

- further develop all children's understanding of English by promoting their home language in the setting so that they are fully supported in developing their communication skills
- enhance children's developing knowledge and understanding of the world, for example, by helping them to understand why events and celebrations are relevant to them.

Inspection judgements

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

Children's starting points and their interests are obtained from parents when children first start in the childminder's care. The childminder uses the information to plan an effective balance of child-led play and focused, adult-led activities that target children's interests and their next steps in learning. For example, children make Christmas stockings from collage materials. They make choices about the resources to use, which supports their imagination and creativity. Children develop control over small tools, such as scissors and use pens to make marks and develop the skills they need for early writing. The childminder helps children to share their ideas by discussing pictures of toys they have chosen from the magazines. As a result, children are motivated to learn and are making good progress in all areas of learning and development. Information from observations and assessments is used well to make sure planned learning and play opportunities target children's individual learning needs from the outset. For example, children develop early mathematical skills by filling and emptying different sized containers. They explore weights

and measures during baking activities and learn to think critically while using construction materials. The childminder helps children to build on their knowledge by looking at size and shapes, counting in everyday routines and looking at numbers in the street during walks.

Children make strong progress in communication and language because the childminder involves them in conversations during their play. For example, children act out learning experiences from home while playing with baby dolls. The childminder discusses with them the importance of making sure babies are wrapped up because it is cold outside. The childminder uses facial expressions, physical gestures and familiar objects to help the youngest children understand spoken language. The childminder cares for children who speak English as an additional language. She obtains basic words in children's home languages from their parents. This means that she can promote children's understanding of some words in English. However, there are no labels or displays of children's home languages within the setting. This means children are not fully supported in making connections between their home language and English. Nevertheless, tracking documents show that children are making good progress in their attainment of language skills. Learning records give an accurate summary of children's progress. The childminder has completed the required progress check for children aged between two and three years for relevant children. Parents regularly share children's development records and they are encouraged to add their comments. This means they have a good understanding of their children's learning and development and can support their children's continuing progress at home. Parents comment that they feel well informed through daily conversations and by sharing learning records. The childminder also shares learning records when children move on to school and routinely shares information with other early years provisions that children attend. This means children enjoy continuity in their learning. The childminder has secure partnerships with other professionals from whom she can seek support if children are not meeting their expected targets. As a result, children receive good levels of support to help them reach their expected milestones.

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

Children enjoy settling-in sessions, where they stay with their parents as they get used to the childminder's home. This helps them to form secure attachments with the childminder early in their care. Information is exchanged with parents about children's individual care needs to ensure these are effectively met and that care is consistent. Children enjoy relaxing routines throughout the day if they need to rest or sleep. As a result, they are very settled and their emotional well-being is fully promoted. Strong partnerships with parents ensure they are fully involved in their children's care and kept informed about the well-being of their children. Children play in a safe environment and are developing a thorough understanding of how to keep themselves safe. For example, they learn how to cross the road safely during walks to school. The childminder also supports older children's understanding of the dangers of using the internet and social networking sites.

Children enjoy outdoor play and learning in all weathers. They learn about the world around them through a wide range of activities. For example, they explore animals and their habitats. The childminder promotes children's understanding of equality and diversity

by helping them to understand that people come from different cultures. She also explains to them why people have disabilities so that they understand that some children have different needs to them. However, the childminder does not always fully support children's knowledge and understanding of the world because she does not always explain to them why events such as Christmas are relevant to them. Nevertheless, children are developing a good understanding of the varied social community they live in. Healthy lifestyles are promoted well. This means children begin to develop their knowledge of how good hygiene routines and exercise supports their health and well-being. The childminder provides a variety of healthy snacks and nutritious, balanced meals. She encourages children to make healthy choices, which means their knowledge of how a healthy diet contributes to their overall health, is supported. Children develop independent self-care skills. For example, they learn to use the toilet independently and can put on their coats and shoes. As a result, they can attend to their own personal care needs when they move on to the next stage in their learning, which is usually nursery school.

Children enjoy lots of praise and encouragement from the childminder. This helps to build their confidence and self-esteem. Photographs of the children and examples of their work are displayed in the setting. Children are encouraged to help with simple tasks, such as tidying up after lunch. As a result, they learn to respect and value the environment, and develop an awareness of responsibility. Children's behaviour is good. This is because they are supported well to understand their feelings and learn how to manage their own behaviour, as well as being engaged in stimulating play. Children are encouraged to include others in their play and are taught to share, take turns and be kind to each other. The childminder meets with other childminders at the local children's centre, where children enjoy independent play in larger social groups. As a result, they are developing relationships that help to prepare them emotionally, for the larger environment of school. Children go with the childminder each day to collect older children from school, which helps them to become familiar with daily routines, the school environment and the adults who will care for them.

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

Documents record children's attendance and show that ratios are met at all times. The childminder has a thorough understanding of how to keep children safe. A detailed safeguarding policy includes the safe use of cameras and mobile phones. This is shared with parents so that they understand the procedures in place to keep their children safe. Procedures are in place to record any accidents involving children, any existing injuries, and any medication administered to children. The childminder works with a co-childminder and there are clear procedures in place for reporting concerns about children, or adults. The childminder has a thorough knowledge of the possible signs and symptoms of abuse, which means she can identify children that might be at risk from harm. Risk assessments are implemented to ensure children are kept safe. The childminder is qualified to administer first aid should children have an accident while in her care. This means children's well-being is fully promoted.

Children's needs are met well through successful partnership working with parents. The

childminder shares information in various ways, including daily discussions, emails and children's learning records. This ensures that parents are well informed about all aspects of the provision. The move into the childminder's care and the eventual move to school, are planned well to support children's emotional well-being. For example, children enjoy a number of settling-in visits. The childminder shares information about children's learning and development with school, which means children enjoy continuity in their learning when they enter the school setting. She also shares information with other early years providers. This ensures children who experience shared care enjoy consistency. The childminder is keen to promote quality in all aspects of her provision. She works closely with her co-childminder to evaluate her setting. The childminder has developed secure self-evaluation that accurately identifies strengths and areas for improvement. The views of parents and children are sought through daily discussions and all comments from parents are positive. The childminder monitors the effectiveness of the educational programmes to ensure children make strong progress. She successfully monitors the development of each child to make certain any gaps in children's learning are quickly identified and addressed. Her professional approach means that children benefit from good quality care and learning experiences.

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	EY415326
Local authority	Wakefield
Inspection number	879858
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	20/04/2011
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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