

Inspection date	19/08/2014
Previous inspection date	16/04/2012

The quality and standards of the early years provision	This inspection:	4
	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		4

The quality and standards of the early years provision

This provision is inadequate

- Arrangements for keeping children safe are inadequate. This is because the childminder has not provided Ofsted with the required information to ensure relevant checks for persons living on the premises are carried out, to confirm their suitability to have regular contact with children. As a result, children are not fully safeguarded and their welfare is compromised.
- The childminder has too little understanding of the safeguarding and welfare requirements. This means her understanding is not sufficient to ensure she recognised the weaknesses in her practice.
- Teaching requires improvement. The childminder's observations and assessments of children's development are not yet sufficiently embedded to identify any gaps, or show how children are progressing towards the early learning goals. This affects her ability to plan activities that help them to make good progress in their learning.
- The childminder does not fully maximise the use of the space outdoors to offer a greater variety of learning experiences, so that children's developmental opportunities are optimised.

It has the following strengths

- The childminder is aware of children's individual needs and routines in order to help them settle and to form appropriate attachments.

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 talked to the childminder about her childminding practice.
- The inspector looked at the childminder's documentation.
- The inspector talked to the childminder and looked at evidence of her training certificates and the suitability of adults in the home.
- The inspector looked around the childminder's home and discussed safeguarding and precautions taken to keep children safe.
- The inspector observed the childminder read a story to a toddler and their sleep routine.

Inspector

Judith Bodill-Chandler

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 and two children aged one and three years in Brighouse, West Yorkshire. The whole ground floor of the house is used for childminding. There is an enclosed garden available for outdoor play. The childminder collects children from the local school. There are currently four children on roll, two 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 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide Ofsted with the required information to ensure relevant checks for persons aged over 16 years living on the premises are carried out, to confirm their suitability to have regular contact with children
- gain a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, to ensure children's welfare and support self-reflective practice
- use observations consistently to develop precise assessments to understand children's level of achievement and learning styles, and use this information to shape future learning experiences so that children make good progress.

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

- develop further the range of resources and play experiences provided for children in the outdoor environment to ensure children's learning and development is fully optimised at this time.

Inspection judgements

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

The childminder has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage and of how children learn and develop. She provides children with an appropriate range of activities that are adult-led and child-

initiated, and teaching is satisfactory. Consequently, she generally supports children to enable them to make steady progress. The childminder completes observations of the children and identifies their next steps, which she has started to use to extend learning. Information about children's likes and dislikes is collected from parents when their children start. The childminder uses tracking systems to monitor children's learning. However, all these systems have very recently been introduced and are not yet sufficiently embedded to identify any gaps, or show how children are progressing towards the early learning goals. This affects her ability to plan activities that help them to make good progress in their learning. As a result, children are making no more than satisfactory progress. The childminder has an appropriate knowledge of how to complete the progress check for children aged between two and three years and is able to share this with parents at the appropriate time.

Children are provided with a sufficient range of appropriate resources. They learn early mathematical skills through putting three-dimensional shapes onto the appropriate poles, and by building with the graded stacking cups. Children develop their listening skills as the childminder sensitively reads stories, pausing and asking appropriate questions relating to the text. As a result, children are developing their love of books. Children engage in pretend play with dolls and pushchairs. This supports their imaginative skills. Jigsaws and inset boards support children's fine motor and coordination skills. Overall, children are developing the basic skills they need to be ready for school.

Parents contribute relevant information to their children's starting points. The involvement of parents in their children's learning and development is appropriately supported by the childminder, through daily informal discussions and the sharing of children's learning journals which capture children's achievements and progress, illustrated by photographs. Consequently, partnerships with parents are satisfactory.

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

An appropriate, individual settling-in process supports children with their transition into the childminder's home. Younger children visit the local primary school when they collect older children, which helps to prepare them for their own move into school. Children are at ease in the childminder's home as they readily approach her when they need support. Children demonstrate that they feel secure in her care and have developed a positive relationship with her. For example, the childminder sensitively cuddles and reassures toddlers when they wake up. As a result, children's emotional needs are met.

The childminder has a suitable understanding of behaviour management, saying that she offers children positive praise. The childminder explains that she works closely with the parents to follow their behaviour management strategies from home. This secures a consistent approach for children, for example, by using 'time out' for children who display unwanted behaviour. The childminder has developed a safe and welcoming environment which is adequately resourced. Resources are displayed so that children can access them independently. Children's independence skills are further supported as they use age-appropriate utensils at snack and meal times. The childminder regularly practises fire evacuation procedures. This means that children are prepared for what to do in the event

of an emergency and that they are kept safe.

Children benefit from daily opportunities to access fresh air and physical exercise outdoors. They are provided with some equipment to develop gross motor and coordination skills, including a slide and sit-on toys. The childminder takes children on visits to local parks where they gain an understanding of risk through activities that encourage them to explore. Children develop their understanding of a healthy diet as meals and snacks offered throughout the day are nutritious. As a result, children gain an understanding of a healthy diet and the need for physical exercise.

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

Safeguarding is inadequate. This is because there are adults living at the childminder's home who have not been appropriately vetted and checked to ensure their suitability to be with children. The childminder has completed some basic checks, including a standard Disclosure and Barring Service check, and has therefore minimised some risk, but was not aware that the action she had taken was not sufficiently robust to meet the requirements of the Early Years Foundation Stage. As a result, children are not fully safeguarded and their welfare is compromised. Furthermore, the childminder has shown an insufficient understanding of the safeguarding and welfare requirements with regard to the need to notify Ofsted of significant changes to the household. As a result, the childminder is failing to meet the legal requirements for the Early Years Foundation Stage. She is also failing to meet the requirements of the compulsory and voluntary parts of the Childcare Register. Risk assessments are completed and daily checks ensure the premises are physically safe for children. Records of accidents to children are kept and permission to administer medicines is obtained from parents. This contributes to maintaining children's well-being.

The childminder monitors her provision by rotating her resources to meet the needs of the children attending. However, the monitoring of children's progress is less well developed. The childminder has not yet rigorously reviewed all aspects of children's development over time to fully identify any gaps in learning. Consequently, children make no better than satisfactory progress. The childminder has accessed some training on child protection. As a result, she is clear of the procedure to follow if she has concerns. The childminder has completed a self-evaluation form. However, the childminder has a poor understanding of some of the safeguarding and welfare requirements of the Early Years Foundation Stage. This means her understanding is not sufficient to ensure she recognises the weaknesses in her practice. Actions and recommendations from the last inspection have not been fully addressed. Consequently, the childminder has failed to fully enhance the efficient and safe management of the childminding service.

The childminder provides parents with copies of her policies and procedures and they demonstrate an appropriate understanding of the service she provides. Daily discussions and questionnaires mean there is a steady two-way flow of information between parents and the childminder and, as a result, parents can share their views about her provision. She liaises with other childminders in the area, which provides opportunities to share practice and to develop ideas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes of circumstance as soon as they can, and no later than 14 days after the change occurs (compulsory part of the Childcare Register)
- ensure that any person caring for, or in regular contact with, children obtains an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can, and no later than 14 days after the change occurs (voluntary part of the Childcare Register)
- ensure that any person caring for, or in regular contact with, children obtains an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

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	EY419658
Local authority	Calderdale
Inspection number	875667
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16/04/2012
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
Manchester
M1 2WD

T: 0300 123 4234
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