

Inspection date

Previous inspection date

22/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- The childminder provides a warm and welcoming environment where children are safe, secure and happy. They are confident, independent and have warm relationships with the childminder which supports their social, emotional and personal development appropriately.
- Children are kept safe and secure due to the childminder's vigilant approach to their welfare and safety. Written policies, procedures and guidelines that underpin her working practice are in place and risk assessments are effective, which ensures children's safety and security.

It is not yet good because

- Children's next steps in learning are not sufficiently identified to support and extend individual children's learning and to provide suitable challenge. This means that they do not make as much progress as possible given their starting points.
- Systems for evaluating and monitoring the impact of practice and the provision, in order to secure ongoing continuous improvement, are not yet fully established.
- Opportunities for parents to contribute to the record of their child's progress towards the early learning goals, are in their infancy. This means that the childminder does not yet have a full picture of children's achievements and progress at home as well as in her own setting.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 care routines in the ground floor kitchen/diner and first-floor lounge of the premises, and checked the suitability of all other areas used by children.
- The inspector spoke to the childminder at appropriate times throughout the visit.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation.
- The inspector also took account of the views of some parents, as recorded in their written feedback to the childminder.

Inspector

Dawn Lumb

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and three children aged 14 years, 10 years and one year in the Fitzwilliam area of Pontefract. There are schools, shops, parks and public transport links in the local area. The ground floor kitchen, second floor and third floor small bedroom of the home is used for childminding. There is

a fully enclosed garden available for outdoor play. The family has a cat and hamster as pets.

The childminder currently cares for three children, two of whom are in the early years age range and one is a school-aged child. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children to and from local schools, nursery and pre-schools. She is a member of the National Childminding Association and holds a National Vocational Qualification in playwork at level 3.

What the setting needs to do to improve further

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

- improve the planning of challenging learning experiences by reflecting on observations to identify children's next steps of learning. Use this information to shape future learning experiences for each child in order to help them make good progress.

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

- implement robust methods of self-evaluation and monitoring of the provision to accurately identify any areas for development and create a clear improvement plan that supports children's achievements over time
- enable parents opportunities to contribute to the records of their child's progress towards the early learning goals in order to gain a full picture of children's achievements.

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 how young children learn and the seven areas of learning. This enables her to provide a range of experiences and activities to satisfactorily support each child's learning and development. Therefore, they are gaining a suitable range of skills to help with their readiness for school when the time comes. Planning is flexible, so that it can be adapted to focus on children's interests. The childminder has records in place that help to show what children can do and these are

evolving. For example, learning journeys contain observations that are linked to the early learning goals. However, this information is not used to securely identify the next steps in children's learning. As a result, some activities lack sufficient challenge to enable children to make better than satisfactory progress in their learning and development. Furthermore, parents do not fully contribute to the learning journeys, in order to share what they know about their child's progress. This does not help the childminder to gain a complete picture of children's achievements in order to help inform the future planning of their learning. The childminder knows that she needs to complete the progress check at age two. She has satisfactory information to be able to provide a written summary of children's progress to parents, when necessary.

The childminder allows children to explore and develop their own interests. For example, a child who is interested in playing with the pop-up tent is encouraged and helped to set it up. Children develop knowledge as they investigate technology. For example, they use a child's sweeper, they pretend to plug it in and clean the floor and use it to clean the walls. The childminder instinctively talks to the children about their actions and what they are doing. Children like to sit with the childminder and look at books; they point to pictures and say what objects are. The childminder reiterates their words and encourages sentence building. These activities satisfactorily support children's developing language skills. Young children express themselves well using one syllable words as well as gestures while they play and eat their lunch.

Children experience some different textures and enjoy sensory activities. For example, they use a variety of materials, such as, paint and plasticine. Young children are beginning to identify numbers, and count to 10. Children learn about number through everyday activities, such as, counting the bricks. They learn about the community and other cultures through visits, books and role-play resources. Their physical development and coordination is supported within outdoor play areas, such as the park, and through using an adequate range of resources in the garden.

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

Children are confident, secure and have warm relationships with the childminder. She promotes their social, emotional and personal development appropriately, as she uses good nurturing skills. She works well with parents to ensure children are settled and that she understands each child's individual needs. This promotes continuity in children's care and helps to ensure a smooth transition into her provision. The childminder organises space within her home so that children have a variety of play areas for free play, messy, creative and quiet times. The rooms are adequately equipped to support children's play and learning and children move around the rooms safely, freely and independently.

Children enjoy an adequate range of outdoor activities and learn the importance of good hygiene and personal care through daily routines and the childminder's encouragement in self-help skills. For example, the childminder gives children time to use their spoons and forks to feed themselves and praises their efforts. Children enjoy their meal times; they are well-nourished with a varied and nutritious selection of meals, including snacks of fresh fruit and vegetables. This suitably supports their health and growth.

The childminder is keen to build links with the local schools, nurseries and stay and play groups. She recognises the need to strengthen these links even further to ensure that transitions for children to other settings are smooth and that they are confident in taking this next step in their lives.

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

The childminder has made an enthusiastic start in providing a welcoming home environment for the children and their parents. Parents written comments demonstrate how pleased and happy they and their children are with the childminder and her provision. The childminder has built sound good relationships with parents. She gathers clear information from them, so that she knows about children's individual interests and needs and can provide consistency of care. Parents receive daily verbal feedback and share a daily diary so that they know about their child's day. Although the childminder does not care for any early years children attending other settings, she is aware of the importance of building links with them when they do, in order to promote continuity of care.

The childminder is beginning to identify some areas of strength and those that require development. However, she has not fully developed robust and effective systems for monitoring and evaluating the early years provision, in order to maintain continuous improvement and help children to make better than satisfactory progress. Although she is aware of some areas for improvement, this does not arise from any clear improvement plan. As a result, plans for the future lack clear focus.

The childminder has a sound understanding of child protection and understands her duty to protect the children in her care. Children's welfare and safety is promoted through the childminder's written policies, procedures and guidelines that underpin her working practice. Children are kept safe and secure, through her vigilant approach and her effective risk assessments. For example, a daily safety check list is completed every day before the children attend the setting.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY446735
Local authority	Wakefield
Inspection number	808050
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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