

## Inspection date

Previous inspection date

12/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

|                                                                                        |   |
|----------------------------------------------------------------------------------------|---|
| 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 provides a welcoming home and a friendly approach, therefore, children are happy and content in her care. She has a clear understanding of her policies and procedures and monitors her provision to ensure best practice.
- Children make good progress in their learning as the childminder has effective teaching skills and provides well planned and stimulating activities which meet each child's individual needs.
- The childminder provides plenty of valuable opportunities for children to continue their learning during trips and visits to the local area. Consequently, children become confident to securely support their developmental progress.
- The childminder has a good understanding of safeguarding and child protection, which enables her to protect children and keep them safe from harm.

### It is not yet outstanding because

- Opportunities for children to use the outdoor area in order to enrich their learning are not maximised.
- Although parents are involved in their partnership with the childminder, who provides information about children's progress, they are not routinely invited to offer their contributions and observations about what children do at home.

## 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 play room and the outdoor area.
- The inspector spoke with the childminder and assistant at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
- The inspector spoke to the children during free play.
- The inspector checked the suitability and qualifications of the childminder.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works as an assistant. She lives in the house with her fiancé and their two young children aged five and one years, in a house in Normanton, near Wakefield. The whole of the house is used for childminding, except for the master bedroom. The garden is used for outdoor play. The family has one pet dog. The childminder visits the shops and park on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently nine children on roll, of whom six are in the early years age group and attend for a variety of sessions. The childminder operates all year round, 7.30am to 6.30pm, except bank holidays. The childminder holds an early years qualification at level 4. She is currently working towards a degree level qualification in teaching.

### What the setting needs to do to improve further

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

- enhance the outdoor provision by offering children more opportunities to learn about the natural world and use open-ended resources in different ways, for example, by providing tyres, drain pipes and construction sets
- strengthen further the communication links with parents, for example, invite parents to make more contributions to children's learning files.

## Inspection judgements

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

The childminder has a good knowledge and understanding of the learning requirements of the Early Years Foundation Stage and child development. She provides a good and diverse range of activities to promote children's development in all areas of learning. She plans experiences that include children's interests and extend their existing knowledge. The childminder and her assistant both have a natural flare that enhances children's eagerness for learning. She has a good understanding of how to engage children and captures their interest as they learn through play. Teaching is good and the childminder skilfully extends children's learning during child-selected activities. For example, children begin to make bracelets and shapes from small colourful bands. The childminder speaks to the children about colours and shapes. One child makes a star shaped object and shows the childminder, they instantly relates this back to the project they did about under the sea and the different fish that can live there, including that it looks like star fish that live under the sea.

The childminder introduces mathematical language in play. She names the shapes of objects and counts them. Children hear mathematical language as part of their play to develop their future understanding. The childminder talks to children throughout their day. They listen well and respond accordingly. They participate in a range of activities indoors and outdoors and through visits to local organised events, such as toddler groups. The combination of well-planned adult and child-initiated activities allow children to explore all seven areas of learning and make good progress. The childminder provides good opportunities for children to develop their physical skills as they choose to play football together, taking turns to kick the ball. Children show delight as they play the 'bean' game, where they role play as the childminder names beans. For example, children dance and say 'night fever' when the childminder says 'disco bean'. Children are developing an understanding of differences, the wider world and their place in it. Children access outdoors and have a good variety of physical activities to choose from, such as the swing and slide. However, there is scope to strengthen this area and promote all areas of learning even further. For example, by encouraging more open-ended play by providing a wider range of resources for children to use in different ways. Visits to local amenities, such as the park, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community.

Planning is well thought out and meets children's individual needs well. Individual learning profiles are in place for all children, and these include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. Daily discussions and conversations help parents to remain up-to-date about their child's day. However, there is scope to enhance the good communication with parents regarding observations and progress at home to enable them to be fully involved in their child's learning journey. Assessment is used successfully to plan for children's next steps in learning and, as a result, the childminder includes appropriate activities, experiences and challenges for the children.

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

Children feel secure and safe with the childminder and have good relationships with her and her assistant. They respond to her ideas and offer their own ideas knowing that the response will be positive. The childminder effectively supports children during transition times, such as while they settle into her care and when they move onto school. They have settling-in visits with her until the parents are happy to leave their child for an extended period. For children that are moving on to school, she helps make them school ready and undertakes visits to the school with them. This prepares children emotionally for their next stage in learning. The childminder makes sure she gathers information from parents about the children's likes, dislikes and their care routines. The childminder takes time to talk to children and gets to know them well. As a result, children feel special and valued. The childminder is fully aware of the children's individual needs. Children are calm and relaxed within the home and are fully at ease. Behaviour is very good as the childminder provides a fun filled, eventful day that allows the children to play at their own rate and contribute in purposeful play. House rules are also in place and children rarely need to be reminded of these.

The childminder successfully encourages children to explore in new situations. For example, she visits local toddler and music groups and children begin to play with others from the reassurance of a familiar adult. This helps to build their confidence in bigger groups and helps children to be emotionally prepared for their move onto other settings or school in the future. The childminder supports children's awareness of a healthy lifestyle. For example, children are confident to go to the toilet independently and understand the need to wash their hands before meals, after using the toilet or after playing outdoors. This good practice minimises any cross infection of germs. The childminder provides healthy meals and snacks. Children make choices about the food they eat and help to make their own picnics and teas. Drinks are easily accessible throughout the day to ensure children remain hydrated. The consideration given to hygiene practices and healthy lifestyles is apparent at all times.

Daily exercise outdoors further supports children's healthy lifestyle, keeping them active in the fresh air. The childminder has a good understanding about keeping children safe and carries out risk assessments of her home. She talks to the children about keeping safe and reminds them about the dangers and how to keep safe. For example, children learn they must hold hands when going out to the school. The childminder is a positive role model and leads by example, saying 'please' and 'thank you' as she interacts with children. The childminder speaks to children in a calm and reassuring way, giving them full attention as they speak which makes them feel important and develops their self-esteem.

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

The childminder demonstrates a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has completed training for supporting children with special education needs and/or disabilities and for safeguarding children. She demonstrates an appropriate awareness of her responsibilities in relation to child protection issues. She understands the procedures to take should she have a concern about a child in her care. The childminder risk assesses her home, garden and outings effectively and, therefore, children can play safely both in the home and when away from it. There are clear procedures in place for the use of cameras and mobile phones. The childminder has a paediatric first-aid qualification and keeps written records of all medication administered to children. Recruitment systems are good and help to ensure adults are suitable to work with children. All adults are suitably vetted to work with children and receive a full induction so that they are aware of the vision and expectations of the setting.

The childminder and her assistant evaluate their practice and develop future plans to concentrate on improving learning outcomes for children. They have a good awareness of their individual strengths and fuse these together to ensure children are getting the best practice and care in the setting. The self-evaluation system includes parent's, carers and children's views. For example, children are asked how to improve the outdoor area and what they would like in there. Then after giving their ideas they are actively involved in implementing the changes themselves as a group. The childminder is committed to improvement of the setting and is keen to complete any training to update her knowledge

and skills. She mentors her assistant and is working closely with the college to support her training; she gives supervision and guides her through each day, showing her good practice. The childminder uses her knowledge of the learning and development requirements and involves children in a wide range of good quality learning activities. Observation and assessment are used as an essential tool to help plan so that children make good progress in their learning. Monitoring systems are successfully in place ensuring the childminder covers all areas of learning and fully meets the learning and development requirements.

Overall, partnerships with parents are well established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions to nursery or school. Parents are able to share information about their children with the childminder and they discuss children's progress whilst at the childminders, when dropping off and collecting their children. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has established links with local agencies and schools to support all children to ensure continuity of care and learning for all children.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

## 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY471816       |
| <b>Local authority</b>             | Wakefield      |
| <b>Inspection number</b>           | 957360         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 12             |
| <b>Number of children on roll</b>  | 9              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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