

<b>Inspection date</b>	07/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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**

- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that successfully support their learning and development.
- Children enjoy warm, caring relationships with the childminder who effectively supports their personal, social and emotional development.
- The childminder regularly takes the children to local groups within the community to help them socialise with others and to be well prepared for their move to school or another setting.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. Safeguarding procedures are secure. As a result, children are well-cared for and protected.

#### **It is not yet outstanding because**

- There is scope to improve the opportunities for children to use the outdoor area in order to enrich their learning.
- At times, children's creativity is not as effectively promoted as at other times, due to using pre-printed sheets in activities.

## 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 compulsory part 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. The inspector spoke to the child during free play.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the child present.
- The inspector sampled a selection of relevant documentation.
- The inspector took account of the views of parents and carers from written references and questionnaires.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband, brother-in-law and two children aged five and 10-years-old in Eastmoor, Wakefield. The family has a dog. The childminder and children visits the shops, library and park on a regular basis. The childminder collects children from the local schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 5.30am to 5.30pm, Monday to Sunday. The childminder cares for children who speak English as an additional language.

### 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 opportunities to use open-ended resources in different ways, for example, by providing tyres, drain pipes and construction sets
- extend children's creative thought processes, for example, by encouraging them to find new ways to do things for themselves and develop their own ideas.

## Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and fully supports children's development. Successful monitoring of the educational programmes ensures that all aspects are built in successfully. Planning is well thought out and meets children's individual needs well. Individual learning files 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. The childminder works carefully with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up to date about their child's progress. This, along with the childminder's positive engagement and interaction with children, helps to combine their learning, particularly in the prime areas of development. This shows the quality of teaching is good. Assessment is used effectively to plan for children's next steps in learning and, as a result, the childminder includes suitable activities, experiences and challenges for the children.

The childminder provides a stimulating learning environment indoors, covering all areas of learning. She displays resources well so that they are accessible for all children to make

their own choices. The outdoor environment is used well at times but there is scope to improve opportunities for children to use open-ended resources in different ways and learn about the natural world as they role play and construct. Children take pleasure in spending time with the childminder as they participate in a variety of appealing activities. The activities are planned in advance. However, this is very flexible to allow children to do what they want. All activities effectively reflect children's individual interests. This helps children to develop the characteristics of effective learning. For example, children are provided with interesting toys and equipment that foster their curiosity and imagination. As a result, children are keen to find out how things work and talk enthusiastically about their discoveries as they role play with the hairdresser's set. The childminder communicates well with children; she uses her home language with Polish children as well as English. The childminder encourages children with English as an additional language to use English as much as possible to prepare them for preschool. The childminder skilfully asks children questions which help them to think and find out things for themselves, such as 'Which one could it be?' and 'What do you think?' This promotes children's thinking and problem solving skills. This gives them confidence to speak about and develop their own ideas in play. Children extend their creative and thinking skills on a daily basis where interactions challenge the children effectively. The childminder communicates with children constantly, speaking about what they are doing and talking sensitively to them as a matter of routine. She encourages children to expand their vocabulary through questioning and explanation as they gain confidence in constructing sentences. This helps children have the key skills needed for their next stage in learning. Children's personal, social and emotional development is supported well.

Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about a wider society; they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing up clothes. They take part in activities and learn about different festivals and celebrations, such as Easter, Christmas and special Polish celebration days. Children explore a wide variety of creative activities using an assortment of medias; however the childminder uses work sheets for the children, which sometimes limits children's input and restricts them from creating their own ideas and thoughts. The childminder fully understands the importance of supporting young children to develop their skills in using technology. For example, children have fun playing with the small world activities that have flaps, buttons and noises. The children giggle and smile with enjoyment to show how much fun they are having.

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

Children enjoy a warm and secure relationship with the childminder in her homely and friendly setting; she takes time to get to know all the children very well. Children are relaxed within the home and are fully at ease, which means the children's individual needs are effectively met, promoting their well-being. The childminder works closely with parents from the start of their learning journey with an inclusive range of information, including any specific needs, and information about any allergies or cultural requirements being exchanged. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The childminder plans effectively to make sure children are happy and have plenty of attention to make them feel special.

The relationship between the childminder, the children and their parents is successful in ensuring quality care for all children. Children feel secure and flourish in the care of the childminder because they form very secure emotional attachments. They smile and laugh with them and as they get older, they begin to enjoy cuddling close to the childminder to look at picture books. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are very much enthused, interested learners who participate willingly in games and activities. Children are very confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's growing independence in making decisions about their own play and learning.

Children are polite, well mannered and control their own behaviour well because the behavioural rules are embedded. Reminders and positive reinforcement means children receive consistent messages. Children build good relationships with their friends. They work together extremely well to create their play. The childminder is skilled in developing children's independence and learning during play and daily routines. The childminder talks about what they are doing so that children understand risks. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children wear fluorescent jackets during trips to the park, so they are clearly visible. Children comply fully with expectations and learn to keep themselves extremely safe in an emergency through practising the escape plans. Becoming increasingly safety aware, making friends and learning self-care skills, means children gain essential skills and attitudes to support their future move to other settings or to school.

The consideration given to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit. Children enjoy lots of fresh air and exercise and benefit enormously from being able to play outdoors when they wish. Children enjoy using the local community for trips and outings, which further promotes aspects of their physical play. For example, regular trips to the park support children's physical development and enrich their understanding of the wider world. Children regularly attend childminding groups and children centre groups where children can mix with others freely. Children are well prepared for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, building friendships and their self-care.

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

The childminder is organised and completes all the essential paperwork, such as children's information and a record of their attendance. Her policies and procedures are shared with parents so they are aware of her responsibilities. The childminder has a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in her care. She carries out thorough risk assessments of her home and takes appropriate steps to keep children safe.

The childminder monitors children's progress well and has a very good awareness of their

abilities and skills. The well thought out planning helps her to ensure that she covers each area of learning with adult-led activities or plans for the availability of resources to support children's learning. The childminder is aware that children develop at their own rate. The childminder demonstrates a good understanding towards monitoring and evaluating her service. For example, she values the support and advice provided by local authority coordinators and other childminders, ensuring she continues to provide a high standard of practice and a good quality service where children are safe and can learn effectively.

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; they discuss children's progress 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 some schools to ensure continuity of care and learning for all children. The childminder attends school meetings, special events and sports day to ensure that she is kept up to date with the children's learning and achievements. The childminder has been involved in supporting Polish children and parents at the local school and has been introducing Polish parents to the Early Years Foundation Stage to develop their understanding further.

### **The Childcare Register**

The requirements for the compulsory 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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY462475
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	923298
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<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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