

Inspection date

14/09/2012

Previous inspection date

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 offers good care to children, therefore, they do well and make good progress in relation to their starting points. Parents are well informed about their children's progress and are encouraged to support their children's learning at home.
- The childminder provides a stimulating and well-resourced learning environment which is warm and welcoming to support children's development and growing independence.
- The educational programme provides a good challenge to meet the needs of the children who attend. Children are mostly well supported in their physical development and personal social and emotional development.
- The childminder has good a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements in place to safeguarding children are strong and well embedded.

It is not yet outstanding because

- Opportunities to develop young children's communication and language is not consistent.
- Systems in place to monitor the areas of are not precise.

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 in the main playroom of the childminder's home; the hallway where the tunnel activity was played and kitchen where children washed their hands and ate their snacks. The inspector looked outside in the garden and checked outstanding information from the registration visit.
- The inspector looked at the children's learning journals and planning from the parents notice board and planning file. The inspector looked at the policy and procedures and records.
- The inspector also took account of the views of the parents from discussion and the daily diaries. The self-evaluation was discussed along with the operational plan.

Inspector

Thecla Grant

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and one child aged two years in the Southwran area of Halifax. The whole of the ground floor of the childminder's home is used for childminding purposes and there is a fully enclosed garden to the back of the house. The childminder cares for children from Monday to Friday

between the hours of 8am to 6pm. The family have two cats.

The childminder is registered on the Early Years Register and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She has two children on roll in the early years age range and offers care to children between five years to 11 years. The childminder regularly attends the local toddler group.

What the setting needs to do to improve further

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

- develop opportunities for children to develop their communication and language; find out from parents how they like to communicate with their babies
- implement systems in place to monitor the areas of learning and development.

Inspection judgements

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

Young children are very well supported and are beginning to acquire the skills and capacity they need to develop and learn. They thoroughly enjoy exploring their surroundings and are encouraged to do so through an interesting and stimulating learning environment. The childminder is mostly consistent in her methods of teaching and has a good understanding of how children learn.

Young children's physical development is very well promoted through an enabling environment. They are provided with enough space and resources to support and encourage them to crawl and pull themselves up to a standing position. For example, as they play with the home corner equipment. The childminder also provides tunnels for the children to crawl through to develop their spatial awareness. Children also enjoy visits to the park where have fun playing on the swings.

The childminder has a good understanding of the seven areas of learning and development. She oversees the educational programme by implementing interesting experiences for the children, through planning for the next steps in their learning. For example, to support young children to stand unaided. The childminder makes toys easily accessible for the children to reach and provides stimulating resources for them to handle and manipulate things, such as mechanical toys with buttons to press. Planning also includes activities, such a shaving cream that young children can enjoy putting their fingers into, experiencing different textures.

The childminder works very well with parents. She constantly shares information with them about their children and encourages them to do the same. Parents have shared what

they know about their children, to enable to the childminder to provide unique care and learning for their child. She also uses this information as a base line assessment in which to monitor their child's progress. The childminder has a welcome pack for parents and shares activities she has planned for their children through planning sheets; that she displays on the parent's notice board. Parents are encouraged to participate in their children's learning at home, through the daily diaries and learning journeys devised for their children.

Children enjoy a good balance of adult-led and child-initiated activities to acquire the fundamental basis for their personal social and emotional development, physical development and communication and language. Young children enjoy free play and show curiosity and interests about objects, such as bangles and mechanical toys as they explore the playroom. During this time the childminder extends their learning by shaking the bangles to develop their other senses, such as hearing. The childminder is generally effective in developing young children's speech, but misses some opportunities to encourage sounds and babbling, by copying their sounds in a turn taking conversation.

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

The childminder provides a well-resourced and welcoming environment indoors and outdoors. Where children happily develop their independence. They willingly go to the childminder to seek comfort when they are sad and have developed a strong relationship with her. The childminder has clear guidance for children about what is acceptable behaviour and is a good role model to the children.

Children show that they feel safe in the setting through their actions. They know the routine of the setting and settle well. The childminder also knows the children's routine, especially during nap time. The childminder teaches children about personal hygiene from an early age; by washing their hands and using language to help them to remember what to do, such as 'rub, rub, rub'. Children are provided with healthy snacks in the morning, such as rice cakes and yoghurts, which they thoroughly enjoy. Through this the childminder promotes a good understanding of why it is important to have a healthy diet.

The childminder gives a high priority to the safety of children. Therefore, she provides a secure and safe environment for children to explore. All safety equipment is in place and no hazards are accessible to the children. The emergency procedures are practised and recorded and risk assessments are effectively implemented. Children's understanding of risks is promoted through activities, such as 'tidy up time' to teach them about trip hazards.

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

The childminder has good systems in place to meet the learning and development requirements. She has a good understanding of the educational programme, but some aspects are not fully implemented. The setting is monitored thorough an operational plan, any weaknesses are recorded and actions are in place to address them. Through this the

childminder has put systems in place to extend the activities and resources that children enjoy playing with. Targets for improvement are listed and the childminder also has secure arrangements in place to address her professional development.

There are very good systems in place to observe and assess the children. The learning journeys are easily understood and reflect children's development pictorially. The childminder also monitors children's progress through the development bands and plans for their next steps. However, opportunities are missed to precisely monitor children's progress by linking the areas of learning in the learning journeys.

Partnerships with parents are well established. They are asked to be involved in the setting through various methods. For example, questionnaires are used to obtain parents views of her setting as well as their children's views on the resources and activities they enjoy whilst at her setting. The childminder has addressed their children's interests through individual planning.

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements in place to safeguarding children are strong and well embedded. Policy and procedures are in place and the childminder has attended training in safeguarding.

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	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	EY443276
Local authority	Calderdale
Inspection number	787231
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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