

## Inspection date

Previous inspection date

20/09/2012

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 clearly understands the Early Years Foundation Stage learning and development requirements. She plans daily activities very well allowing children a good range of opportunities to explore and investigate. The good relationship she develops with the children encourages and supports their development well.
- The childminder works extremely closely with families to help new children settle into her setting. She shares plenty of information with them so that children's individual needs are well met and parents are well informed of their child's activities.
- The childminder gives high priority to ensuring children's safety and security. She has a keen awareness of potential hazards and risk assesses her home well to minimise any risk to children.

### It is not yet outstanding because

- Monitoring and evaluation arrangements are in place but the childminder is continuing to adapt them so that she can more easily identify any gaps in provision and the progress children making over time.
- The next steps in young children's development sometimes focuses more strongly on the specific areas of learning rather than the prime areas.

## 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 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 main downstairs rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at the children's learning journeys and assessment records, planning documentation and a selection of policies and children's daily records.
- The inspector also took account of written references from a parent and grandparent.

## Inspector

Linda Filewood

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband and adult family in the Shelf area of Halifax. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are schools, shops, parks, library and public transport links in the local area. The

childminder is able to take and collect children from local schools, nursery and pre-schools.

There are currently two children on roll in the early years age range. The setting provides care during all week days, all year round except for family holidays agreed in advance.

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

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

- develop the monitoring and evaluation systems so that it can be used to more clearly identify all gaps in the provision and maintain an overview of children's progress over time
- ensure young children's next stages of development identified from observations continually focus strongly on the three prime areas as well as than the specific areas.

### **Inspection judgements**

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

The childminder uses the space within her home effectively to create a child friendly environment for all children. There is a quiet room for young children to enjoy undisturbed sleep during the day. The childminder organises her time well to accommodate daily routines agreed with parents. The presentation of age-appropriate resources encourages self-selection, enabling children to freely choose their play. The childminder gives children time to play and explore resources independently. Young children are beginning to spend short amounts of time engaged in more focused activities, such as looking at books with the childminder, as their concentration span increases. She helps to promote their concentration by becoming involved in activities and engages children well in play.

Opportunities and skills in socialising with other children through attendance at local toddler groups are beginning to develop. These are particularly important for children who are still developing their self-confidence. The childminder constantly praises children for their achievements and this helps to develop their self-esteem, giving them confidence to try new experiences. The childminder encourages young children's emerging language skills by talking to children during play and helps them link words to the toys they are playing with. Children listen and respond well. For example, they learn how to turn the music on by pressing a button on a toy and move their bodies happily to the rhythm.

The childminder works extremely closely with parents to ensure new children settle well with her. She makes home visits so children are comfortable with her before they start

attending. This significantly enhances children's feeling of security and parents welcome the childminder's interaction with their family. The childminder gathers plenty of information from parents about their child so that she has a very clear understanding of children's abilities on entry to her setting. She uses evaluative observation to provide an accurate assessment of their learning and development and successfully plans for the next stages in their development. All children are making good progress, especially in the prime areas of learning, since coming to the childminder. However, sometimes the childminder identifies next steps in young children's development that are more focused on the acquiring knowledge in specific areas of learning, such as shape, rather than continuing to develop their capability in key skills. The childminder shares children's daily activities well with their parents so that they can continue to help children develop at home.

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

The secure routine in place for children's care, learning and play ensures children are happy and settled. There is a close relationship between the childminder and children, who respond to her with smiles and affection. The childminder knows each child very well and takes good account of their individual interests, such as in musical instruments, when organising play suitable for their development. She joins in to enhance children's activities through play and conversation, and children respond well to her positive interaction, praise and encouragement. The childminder manages children's behaviour in a calm and consistent way so children are aware of boundaries. There are positive strategies in place, especially for sharing toys.

The childminder has a good awareness of health and safety, with good measures in place to keep children safe and secure. For example, she does not have any workmen in the house while she is minding and arranges an alternative date. She asks any visitors to sign in when they arrive so that she has a record. The childminder takes appropriate safety measures in case of an emergency evacuation. She practises the fire drill so that both she and the children are happy with the procedures in place, especially when young children are present in the setting. Daily checks of the house and garden and her good supervision of children help ensure they are protected from harm.

Children are developing a positive attitude to healthy living as the childminder ensures children have a variety of daily physical activities, both indoors and outdoors. She makes good use of outings to local facilities, such as parks, to give children different experiences and ensures that they travel safely with her. Children have their health and dietary needs well met as the childminder works closely with parents. She discusses all aspects of their care, including any allergies, special dietary requirements or weaning arrangements, which she meets well. The childminder frequently offers drinks to children and ensures she correctly prepares the food provided by their parents. She encourages young children to start to learn to feed themselves by giving them a spoon as well. The childminder constantly follows good hygiene practices to keep the children healthy. They wash their hands before eating, any spoon dropped on the floor is replaced with a clean one and children clean their teeth after meals.

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

Children's welfare is competently safeguarded as the childminder has a secure understanding of safeguarding procedures. She is fully aware of signs for concern and is confident to report any worries in line with Local Safeguarding Children Board procedures. The childminder has a written safeguarding policy, which she shares with all parents when children first start to attend. Additionally, all adults living in the childminder's home have undergone the required vetting checks with Ofsted. The childminder supervises children well at all times to further ensure their safety. She carries out risk assessments and maintains records and good procedures to underpin her practices to keep children safe.

There is a well-established system of communication with parents. For example, they share a daily two-way flow of information at the beginning and end of each day and discuss children's progress using daily diaries and learning records. This contributes significantly to continuity in children's care, learning and development. Policies and procedures, such as accidents and medication, provide parents with clear details about the care their children receive. Parents and grandparents are complimentary about the service and care provided by the childminder. They particularly appreciate the childminder's patience when settling new children and that activities match their child's individual stage of development. The childminder clearly advises parents about the learning and development requirements of the Early Years Foundation Stage and the different areas of learning.

The childminder recognises the importance of evaluating and continuously developing the quality of her provision. She constantly reflects on her practice and targets areas to bring about positive change. For example, she is attending further training on healthy eating and planning and observation for babies and young children to extend her knowledge. In addition, she is continuing to refine the monitoring and evaluation systems already in place to allow her to more easily track any areas of weakness and children's progress. The childminder asks parents for their views about the care their children receive and this supports her in assessing her provision.

## **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	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

<b>Unique reference number</b>	EY443253
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	787672
<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>	6
<b>Number of children on roll</b>	2
<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 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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