

Inspection date

Previous inspection date

15/10/2012

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 develops strong, supportive relationships with children, which means they are confident and have high self-esteem.
- The childminder is organised and has made good use of training materials to support her work with children. She has a good understanding of the Early Years Foundation Stage and how children learn, including the characteristics of effective learning and teaching.

It is not yet outstanding because

- although generally well used there are occasions when a full range of resources to support all areas of learning are not freely available, reducing opportunities for children's independent learning
- self-evaluation is not yet well enough developed to ensure on-going improvement in all aspects of the provision.

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 had a tour of the premises.
- The inspector talked to the childminder and looked at children's records and learning journeys; a selection of policies and other documentation.
- The inspector observed the childminder playing with children.

Inspector

Caroline Midgley

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged five and three years old on the outskirts of Halifax. All of the basement is composed of a light, open plan living/dining and play area and a toilet. This area has access through large patio doors out into an enclosed, safe garden area. The ground floor bedroom and bathroom, second toilet and living room of the home are also registered for childminding purposes. There are currently six children on roll, of which three attend before and after school. There are four children in the early years group. She is supported by the local authority and a member of the National Childminding Association. The family have a cat as a pet.

What the setting needs to do to improve further

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

- make a wider range of resources, both indoors and outdoors, more easily available to children to fully promote independent learning in all areas of learning
- extend self-evaluation to maintain on-going improvement in the provision.

Inspection judgements

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

The childminder is enthusiastic and friendly. This encourages children to have fun and find out about their environment, for example, collecting autumn leaves with the children to enable them to make a display that will illustrate their ideas about autumn. The childminder has experience working in design and understands the importance of children developing their own ideas. She encourages them to express their own ideas, but also models good practice and teaches skills and techniques. The childminder is skilled in providing appropriate activities for all the children in her care and adapting activities to suit that age range of children in attendance. Children enjoy listening to stories because the childminder is a good story teller. She engages the children and encourages them to contribute, for example she asks a young child what did the duck say and he replies "Wack, Wack!" She provides books that make sounds or have different textures for the younger children. This means children will begin to develop a love of books and reading.

Children learn about cause and effect as they post balls into a singing tree. The childminder knows how to encourage and support children's to find out how things work and make links. For example she says to a young child as he posts the balls: 'Oh where have they gone? look you can do it'. Children smile and move in time to the music obviously pleased and encouraged as he operates the music by posting the balls. The childminder listens carefully to children and uses repetition of language, nursery rhymes and songs to encourage children to communicate. She also models new words and sentences. This means children gain confidence in trying new words for themselves and have a good vocabulary. Children's physical development is promoted effectively by play in the childminder's garden or if the garden is unsuitable, with visits to the local parks.

The childminder is very methodical and organised. She makes notes and reviews children's responses to activities at the end of each week. She plans activities for the next week that build on activities enjoyed during the week. All children have a learning journal in which

she keeps notes and photos of activities children have enjoyed. She also records the children's responses and has introduced a tracking system, which helps her ensure that children make good progress in all areas learning and development. This means the children are offered a range of activities to help them make good progress, learn and enjoy. Her planning and record keeping allows her to share children's interests and progress with their parents.

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

The childminder aims to provide a home from home and has developed close, supportive relationships with the children through her friendly, perceptive approach. This means that children develop relationships quickly and are confident, learn well and make good progress. This is illustrated when a young child turns to her for reassurance when a stranger arrives, but almost immediately becomes confident and outgoing.

The basement used by the children is welcoming and organised to encourage the children to develop a sense of ownership and belonging. For example, when the children started the childminder made bunting with the children and used it to decorate a special alcove that contains the book corner and role play area. This area also includes a cardboard display surface on which the childminder and children display drawings and artwork. The childminder cut out large letters to form the word 'welcome' which the children then decorated. There are lots of examples of children's work and photos displayed in this way which formed an attractive and interesting feature. The childminder uses this feature well to stimulate children's interest in their environment and sense of belonging and well-being.

Resources are sufficient to support all areas of learning, but the range of resources available for children to access themselves is sometimes limited. For example children cannot easily access sand or painting materials, although the childminder frequently provides such resources and because the older children have free access to such resources at the local playschool, the impact of this is limited although reduces children's choice.

Children play well together and have positive, cooperative and harmonious relationships with others. The childminder promotes children's health well. She provides a nutritious diet and plans to extend her knowledge further. For example she plans to attend training on dental health. Children are encouraged to be independent and are learning about good health practices through everyday routines such as hand-washing.

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

The childminder provides a happy, welcoming and clean environment, in which children's welfare is successfully promoted. She has appropriate policies and practice that ensure children are safe, including robust risk assessments and daily checks. The childminder has

attended training approved by the local authority on safeguarding children and knows the signs of abuse or neglect to look out for, to check latest guidance should the need arise. This means children are safe in her care. She has a wide range of written policies which she requires parents to read and obtains signatures of parents when they have read them. The policies cover subjects such as safeguarding, illness, medication and accidents, parental involvement, complaints, food and drink among others. This means she protects children from harm and keeps parents fully informed on how she cares for their children.

Children's learning is generally promoted well through adult-led and child-initiated activities. Activities are matched to children's individual stages of development through a good knowledge of the children and reference to a tracker based on 'Development Matters'. As a result, children are making good progress.

The childminder demonstrates a strong commitment to improving her childminding service. She plans to undertake further qualifications and is beginning to put in place self-assessment procedures. However, she has not yet developed an effective system to monitor and evaluate all areas of her provision in order to continually improve the outcomes for all children. The childminder is proactive in seeking support from local authority development workers and has booked further training to extend her knowledge. For example she is shortly to attend training on writing 'The Early Years Foundation Stage progress check at age two'. The childminder has good relationships with parents, who are confident about her abilities to care for their children appropriately. She discusses the children's care and development with their parents. The childminder works well with other settings with which she shares care. They share information, which ensures children's progress is not compromised. For example, she liaises with another setting and parents about the 'Early Years Foundation Stage progress check at age two'.

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
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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	EY443477
Local authority	Calderdale
Inspection number	794283
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
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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