

Inspection date	03/12/2012
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develop good communication skills, through the childminder using consistent language during activities and routines.
- Children form positive relationships with the childminder, because she listens to them and uses frequent praise for their achievements.
- The childminder uses her skills of questioning successfully, to extend children's learning across the seven areas of learning.
- The childminder helps the children understand the importance of exercise to support their good health, through providing regular physical activities indoors and outside.

It is not yet outstanding because

- The childminder has not yet arranged the text in the environment fully, to maximise the children's understanding that words have meaning. For example, through using labelling, such as names and signs.
- The childminder has not yet arranged the resources in the environment, to fully help children learn about some aspects of diversity, such as disability. For example, by showing positive images of disabled people through displays and books.

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 and resources in the main playroom.
- The inspector spoke to the childminder and the children present.
The inspector sampled a range of documents, to include some of the learning records, some of the policies and procedures, and some of the information from parents.
- The inspector observed the outdoor environment and some of the equipment.

Inspector

Melissa Patel

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband, adult daughter and child aged 15 years, in Halifax, West Yorkshire. The provision is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is used for childminding, and there is a fully enclosed outdoor play area to the rear of the property.

The childminder is currently caring for five children under eight years, of whom, three of these children are in the early years age range. The childminder also cares for children over eight years, mainly in the school holidays. Children are cared for on a part-time basis. The childminder has links with other early years provisions, such as, schools, playgroups and nurseries. The childminder is supported by the local authority, and she is a member of the National Childminding Association. The family have several pets, including birds of prey, ferrets, dogs and a cat.

What the setting needs to do to improve further

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

- develop the resources within the environment to show positive images about disability, such as by: making a display to include the differences in people who live in the community, and through stories and role play
- review, and develop the print in the environment, to further extend children's learning about the meaning of words: by using names and signs.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements to promote children's progress, and they are developing well towards the early learning goals, for their age and starting points. The childminder is successful at helping the children enjoy a varied range of experiences through following their lead in activities that supports their learning effectively. For example, children choose to use the play dough. The childminder supports this activity well by talking about size and shape. She helps the children use a variety of tools, such as shape cutters and a rolling pin. Children demonstrate good control of their small physical skills during this activity.

Children enjoy fixing objects together, such as the pirate ship. They demonstrate their knowledge about what a knight and a pirate are during this activity, with good communication from the childminder to support children's understanding. Children link this knowledge to a story they enjoy. They show a strong recognition of colours and counting abilities during many activities with good ongoing support from the childminder. Children count the people on the pirate ship, and name the colours of various objects in the environment.

Children demonstrate strong language abilities and the childminder encourages these skills

well. She asks the children effective questions, to support their learning across the seven areas. For example, she uses 'what' and 'how' words frequently. The childminder also repeats the questions, to reinforce their understanding and to give them time to think. Children are starting to sound out letters and words with support from the childminder and they can independently access books. However, the environment is not yet rich in print to fully embrace children's learning about words through using names and signs.

Children learn well about diversity overall. For example, the childminder ensures that they celebrate different festivals, such as Divali, the Hindu festival of light. For example, she plans a trip to another setting to join in their celebrations, and to help children socialise with the other children. They make lamps from clay to fit in well with this theme. The childminder enables the children to select a good range of resources overall, to help their learning about the differences in people's lifestyles. For instance, they use a range of books, some of which depict diverse languages and examples of how varying cultures encourage positive behaviour, such as using manners. However, the images and resources within the environment to support disability are not yet fully in place, to maximise children's learning about this aspect of diversity positively.

The childminder ensures that the children often explore different media, such as water and paint. Children learn to use scissors and extend their mark-making abilities effectively. Children make recognisable marks, such as the letter 'h' and they can write some numerals.

The written observations show effectively what plans are in place to extend children's progression across the seven areas of learning. The childminder uses these records of observations successfully, to plan further opportunities for children to develop a range of skills, such as their small physical abilities, and experimenting with different ways of moving, by introducing a range of large play equipment.

The parents are included well overall in children's development while at the provision. For example, through regular discussion and the sharing of the learning records. This helps support the planning for children's ongoing development. Parents also share what they know about the children before they start at the setting to support their learning. The childminder also asks the children for their input. For example, they tell the childminder what they like to play with and what their interests are, and the childminder records this information. This all helps the childminder plan effectively to extend the children's next steps in their development.

The childminder has an effective understanding of the purpose of the progress check at age two. Currently, there are no children attending in this age range. However, the childminder has devised a clear summary sheet to use in the future. This summary sheet has all the required aspects to give parents a clear and accurate record of children's progress in communication and language skills, physical skills, and their personal and social development.

Children make positive relationships with the childminder. This is because she gives the children good one to one attention and she praises them frequently during the day. For example, she recognises their achievements as they count and as they wash their own hands before snack. This also supports the children's behaviour and confidence positively, and they respond by eagerly asking her questions and smiling happily.

Children show a strong interest in the activities available, and they make choices about what toys they explore. This is because the environment is organised effectively, to ensure that the children can independently access the resources. This supports their well-being.

The childminder encourages the children to communicate effectively during activities and routines through using consistent language at all times. The good support that the children receive in the development of early communication skills prepares them well for their transitions to other early years provisions, such as school.

Children frequently visit other local groups, such as playgroups. This supports their understanding of their local community and the world, giving them useful knowledge regarding what to expect when they attend nursery and school.

Children are developing a good understanding of healthy lifestyles through regular physical activities, which often present challenges. For example, they can climb the steps to the large slide while on outings, such as to an indoor play centre. They enjoy investigating the large boxes outside. The childminder plans these activities successfully to ensure that the children receive a good balance of indoor and outside, activity, while developing their physical skills effectively.

Children make healthy choices at snack time, because the childminder offers healthy foods, such as fruit. They drink water or dilute juice. The childminder supports children's good health well, through encouraging them to wash their hands regularly, such as before snack and after activities.

The home environment is effectively risk-assessed indoors and outside. This ensures that children can safely and independently investigate the environment. They learn how to use scissors safely and they practise the fire evacuation procedure regularly. This helps them to learn strong skills to keep themselves safe.

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

The childminder successfully implements the safeguarding and welfare requirements overall. For example, she has a good understanding of how to keep children safe within the environment, and whom to contact if concerned about a child. The childminder has an effective knowledge of how to implement the learning and development requirements. This is demonstrated through clear planning and the strong quality of teaching, to support the children's ongoing progression. The childminder works alongside an assistant at times.

The assistant is fully aware of his responsibilities to support children and he is actively involved in record keeping to support children's well-being and learning well.

The evaluation systems are good overall, to maintain improvement and to meet children's individual needs well. This results in the children receiving good support to their care and learning needs. The resources are maintained well indoors and outside to ensure that children receive a varied and full range of experiences across the seven areas of learning. The systems for planning children's next steps in learning through observation are effectively revised. Regular summaries ensure that any gaps in the children's learning are identified and filled, to extend children's development well. Children's attendance registers are updated effectively.

The childminder establishes strong partnerships with the parents. The information collated as a sample of the parents' views show that they are very pleased with the care and learning that their children receive while at the provision. The parents frequently offer information to support the childminder's plans to aid children's progression, such as how they develop with their recognition of letters.

The childminder forms strong relationships with other provisions where children also attend, such as, nurseries, schools and playgroups. For example, information on their learning is shared where appropriate, such as achievements, to support children's transitions and overall development well.

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
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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	303498
Local authority	Calderdale
Inspection number	818686
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	5
Name of provider	
Date of previous inspection	09/05/2011
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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