

Inspection date

Previous inspection date

31/01/2013

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 is highly skilled and sensitive in helping children form secure emotional attachments. She promotes strong and positive values within this nurturing setting, which provides a strong base for children's developing independence and exploration.
- The childminder gives the highest priority to the safety and well-being of the children. She effectively supports their understanding of how to keep themselves safe and healthy through her interactions, routines and planning.
- The childminder provides a very stimulating environment with child-accessible resources that promote learning and challenge for children, both inside and outdoors.
- Partnership with parents is strong, informative and helps to support children's learning in the setting and in their own home.

It is not yet outstanding because

- The childminder is not effectively monitoring the impact of the improvements she makes on the outcomes and achievements of the children.

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 the childminder and children.
- The inspector sampled documents including children's development records, policies, procedures and risk assessments.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.
- The inspector observed the resources on offer and how they are organised to support children's learning.
- The inspector took account of the views of parents through discussions during the inspection and in their letters of support for the childminder.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and lodger in a house in Charlestown near Hebden Bridge on the outskirts of Halifax. The whole of the

ground floor of the home is used for childminding, plus the bathroom on the first floor. The childminder is Steiner inspired and is qualified to degree level in Steiner Waldorf Early Childhood Education and Care and also holds Early Years Professional Status.

The childminder visits the shops and parks on a regular basis and takes and collects children to and from schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- extend self-evaluation to monitor the impact of improvements on the long term achievements and outcomes for the children to maintain sustained improvements over a longer period time.

Inspection judgements

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

The childminder has a very good understanding of the seven areas of learning and how young children learn. As a result, children benefit from educational programmes that cover all areas of learning and provide a wide range of interesting activities and enjoyable learning experiences. The prime areas of children's learning and development are particularly well promoted and underpin the childminder's planning and organisation. This means that children develop very good skills for their future and are well prepared for transition to the next stage in their development. Children enjoy their learning experiences and are making good progress because planning is very flexible in order to take into account their individual needs and interests. They progress well as individuals because of the way the childminder capably observes and assesses them. For example, she carries out knowledgeable and purposeful observations, supported by photographic evidence that she uses to track children's progress and plan for the next steps in their individual learning and development. She also involves parents in children's learning, which further enhances her ability to plan effectively for their individual needs and to challenge them. This also enables parents to support children at home, which further enhances their learning.

Children develop very good skills in communication because of the childminder's skilful and thoughtful questioning and discussions. For example, she gently prompts the children to explain things and together they look at books that encourage them to think carefully

about what they see and give their own explanations. Children's learning is very much child-led and effectively supported by the childminder's good teaching and gentle and effective guidance. This enables children to make the most of the learning opportunities that are planned and that spontaneously arise. Children choose from a very broad range of activities in the garden and on walks and outings away from the setting. For example, children use their imagination and build dens in the woods with support from the childminder. She then follows up this den building activity by providing the children with clothes horses and large pieces of material when back at the setting, enabling them to develop their play further. Children practise and refine early writing skills as they make marks and patterns with the large chinks on the flag stones and they enjoy playing in the sand, water and digging in the mud and vegetable patch. This is a good example of how the childminder understands how to challenge children and develop their learning through child-initiated play that builds upon their natural curiosity.

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

Children form very good relationships with the childminder that are very nurturing and caring and demonstrate her positive values that are embedded within all aspects of the setting. This means that the children learn how to care for and consider others and this promotes a very warm and friendly setting throughout. For example, children share and cooperate extremely well and they help and encourage each other as they go about their daily routines and enjoy activities. Young children settle extremely comfortably into the setting because of the way the childminder works very closely with parents to fully understand their home life and routines. Young children arrive happily and eagerly, are content within the routine of the setting and put out their arms to the childminder, demonstrating strong feelings of emotional security and a strong sense of belonging. Children behave extremely well because they are so well stimulated and supported. The childminder constantly observes and supports children to ensure they are purposefully engaged, happy and included.

Children show developing self-care skills because the childminder encourages them to complete personal tasks for themselves. For example, young children know how to wash their hands in the small bowl of water as they sit in their high chair before they have their lunch. Children develop very healthy attitudes towards outdoor play and learning as they choose to play out of doors for a large part of the day. They use a variety of resources to develop their physical skills, strength and control within the setting, for example, a toddler board and also out of the home, as they visit local parks and spend time in the local area. This also provides important opportunities to widen children's experiences as they explore their community and develop relationships out of the setting. Children learn about healthy lifestyles and are provided with healthy choices at snack and meal times. For example, children are very involved in helping to prepare meals and snacks; they scrub the vegetables and grate the cheese with close support and guidance where needed. Other children take responsibilities of tasks, such as setting the table. Not only does this add meaning to and enhance their enjoyment of meal time, but it also encourages them to think carefully about healthy eating. Children show very good confidence as they are keen to try familiar foods.

Children's safety is given high priority. The childminder carries out regular risk assessments and daily checks on all areas used by children. This helps her to identify and minimise risks so children can move around freely and safely. The childminder talks with children about how to keep themselves safe throughout the day. For example, children know about safe road crossing when out and about in the community and they are learning to keep the play area tidy when they have finished with the toys. This supports their understanding of keeping themselves safe.

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

The childminder has very thorough safeguarding policies and procedures which she uses to support and protect children from abuse and neglect. She is clear about the signs and symptoms of abuse and the steps she would take should concerns arise. Comprehensive information is shared with the parents to ensure they are aware of the childminder's responsibilities. The childminder keeps well-organised documentation to ensure the requirements are met and to fully promote the health and safety of the children. She completes thorough risk assessments across all aspects of the provision to keep children safe and secure. The childminder makes the best use of the available space and organises the setting to create a very child-friendly, welcoming and accessible environment.

The childminder thoroughly reflects upon all aspects of her provision in order to plan continuous improvement in the experiences that she offers children. She is clear about her strengths and has identified further training and the development of equipment within the setting as future areas to enhance. The childminder has effectively included the views of the parents in her evaluations of the setting. This adds to their involvement and commitment to supporting the childminder and their children. However, the childminder is yet to effectively reflect on the impact of any changes made to the provision and the outcomes for the children, to ensure they have been successful.

The childminder provides care for the children following the Steiner Waldorf education system and has lots of previous experience following this ethos of care and education. The childminder brings a nurturing and richness to her setting in order to provide children with a high standard of care. She also uses effective strategies and good quality teaching practices to support children's individual learning and development. Children are being very well prepared for kindergarten and school because of the way the childminder motivates and encourages them to explore and to learn. Very good communications with parents also enable the childminder to plan effectively to include children and to meet their needs within the setting. Parents cannot express their support for the childminder enough and clearly value the care and educational experiences that she provides for their children very highly. Parents' verbal and written comments include a wealth of positives that show support for the childminder and the way she supports and includes the children and values them as individuals.

The childminder meets with other professionals, such as, the local authority development worker in order to share good practice ideas supporting continuous improvements. Her effective assessments of children's progress mean any difficulties with their learning are

easily identified. The childminder's professional networking and links with the Steiner kindergarten means she can share information about children's learning and offer complementary development opportunities within her setting. This further promotes children's learning and helps prepare them for their ongoing transitions in learning.

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 | EY448951 |
| Local authority | Calderdale |
| Inspection number | 810093 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 3 |
| 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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