

Inspection date

Previous inspection date

04/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The children play in an enjoyable environment with a suitable range of age-appropriate toys and resources.
- The childminder offers children a warm, safe, caring and friendly environment ensuring children settle well and has built up appropriate relationships with parents.
- Children's language development is given priority with confident and skilful practices from the childminder to support new vocabulary and help them build confidence in oral communication skills.

It is not yet good because

- Information regarding children's previous learning and starting points are not always sought from parents and systems to engage and support parents in guiding their child's development at home have not been fully developed.
- Children cannot always readily access pencils and crayons to ensure that they learn about model writing for a purpose.
- Parents and children are not fully included in the self-evaluation process, to ensure the setting meets the needs of all the users.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children taking part in a variety of activities in the main downstairs rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys and a selection of policies and children's records.

Inspector

Jane O'Callaghan

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 live with her husband and two children aged seven and three on the outskirts of Halifax in West Yorkshire. The whole of the ground floor, upstairs bathroom and rear garden are used for childminding.

The childminder attends a toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, one of these in the early years age group and attend for a variety of sessions. She operates from 7.30am to 6pm, all week including weekends.

The family have a dog and two bearded dragons as pets.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain children's information from parents, such as children's starting points, and also share information with parents to help them support their child's development at home.

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

- ensure children can access pencils and other writing materials to develop their writing for a purpose skills. For example, making shopping lists and to use their phonic knowledge when writing
- ensure parents and children are included in the self-evaluation process, to guarantee the setting meets needs of all users.

Inspection judgements

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

The childminder completes observations on children; she links them with all areas of learning and records their development stage and next steps. However, information

regarding children's starting points is not requested and parents are not guided on how they can support children's learning at home. This does not ensure continuity of education or inform the childminder how children are progressing at home in their learning. The childminder has tracker documents in place and all observations are supported with lots of photographic evidence, ensuring children are progressing across all areas. The childminder does individual planning for children, which she links to the areas of learning and takes account of the children's interests, age and stage of development. This helps to support the children's ongoing learning. The childminder completes the progress check at age two and gives good explanations to parents, ensuring they have a sound awareness of how their children are progressing within the prime areas of learning and development.

Children are observed to be happy and settled within the childminder's care. The childminder has sound knowledge and understanding of the seven areas of learning and provides a range of opportunities that interest all children, such as baking and craft activities. Children have good opportunities to develop their language skills, through a selection of books and also story sacks that they access freely. They look in the books and follow the story, using the props provided and talk to the childminder about the story. However, children's writing skills are not fully encouraged, as relevant resources are not always accessible to children, to ensure that they have opportunities to develop this area.

Children enjoy cuddling up together with the childminder as they look at the different animals in the box and name them and make the noises of each animal. This helps children to understand the world around them. The childminder encourages the children to play with the dinosaurs in the rice and watch the rice as it bounces off the dinosaurs. The children enjoy this activity and explain how it looks like rain as it falls off the animals. They then transfer the animals into the magic sand. They follow the instructions from the childminder and mould the sand into a ball and then watch it crumble. This activity helps to promote children's learning about different shapes and also textures. Throughout the day children get opportunities to develop their physical play and understanding the world through going into the garden, where they can ride on bicycles, kick the balls, play in the sand and learn how the fruit and vegetables grow.

The childminder has suitable procedures in place for children when they are ready to move into school and also for those already attending other child care settings, such as nurseries. She shares children's learning records and has good relationships with the teachers to ensure continuity of the child's progress.

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

The childminder knows children well; they are settled, happy and confident in the home. Children can access a suitable range of age-appropriate toys and resources. They approach the childminder with confidence when playing and also for cuddles when they need reassuring. She works closely with parents to ensure their requests and children's care needs are met, when they first begin with her. The childminder helps prepare all children for the transition to the setting. She has a written transition procedure for individual children and she works closely with parents to ensure children settle well before starting. For example, organising flexible settling in times and an 'all about me and my

family' information sheet. The children are well behaved and they respond positively to the childminder's use of praise, as she supports and guides their behaviour. The childminder also uses reward charts, to further promote children's self-esteem. She has as a written behaviour policy and procedure that she shows to parents.

Drinks are freely available which helps to keep children hydrated. Nutritious and healthy meals and snacks are provided, such as fresh meat, vegetables, pasta and fruit, ensuring children are cared for in a healthy environment. The childminder records any dietary needs, along with children's likes and dislikes. Children's own personal hygiene is managed well; more able children have their own individual towels available to wash their hands upstairs and hand gel to use throughout the day. Younger children are given clear explanations when having their hands washed and dried and their nappies changed, when suitable procedures are followed. This ensures that children learn about hygiene and are encouraged to manage their own self-care. The childminder also promotes children's physical activity as part of their healthy lifestyle through visits to local parks, soft play centres and daily walks.

The childminder helps children to learn about their own safety. For example, when caring for babies and young children, she provides the space and freedom for them to explore and access toys safely, of which all are at child height, whilst she is always to hand to supervise and support children. The childminder also talks to children about road safety whilst out in the community and within the home fire drills are practised and recorded monthly with the children.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development requirements in the Early Years Foundation Stage. She has started to use a self-evaluation procedure and has acknowledged some areas of improvement. For example she is looking into completing a level three childcare qualification, to enhance the service she provides. However, systems to seek the views of parents and children are not implemented, which, does not fully promote children's care, learning and development. The childminder is beginning to monitor the educational programmes, she provides to the children, ensuring they have a varied range of experiences to help them make progress towards the early learning goals. Monitoring of planning and assessment supports the childminder in having a clear understanding of children's individual development skills and abilities.

The childminder has a satisfactory understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates a sound understanding of the signs and symptoms of abuse, and procedures to follow should she have any concerns. She ensures that all relevant telephone numbers are readily available. This helps to protect children well. All required policies and procedures are in place. Written risk assessments and regular daily checks of areas and equipment that children access are completed and recorded, which minimises risks to them. She works closely with parents to ensure their requests and children's care

needs are met. Daily verbal discussions keep parents informed of children's routines and activities they have been involved in. The childminder also has good understanding of the importance of working with external agencies and already has good transition procedures in place. This helps to ensure continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY450761
Local authority	Calderdale
Inspection number	881529
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, which are usually the childminder's 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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