

Inspection date

Previous inspection date

25/04/2013

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

- Children are cared for in a warm and welcoming environment. They are settled and form close relationships with the childminder, consequently, their care needs are suitably met.
- The childminder has appropriate relationships with parents. She shares information with them through daily verbal exchanges, good settling arrangements and involves them in providing information for their children's learning journals.
- Children have a variety of opportunities to develop their personal, social and emotional development skills as they regularly visit local places of interest. They also visit local parks and play areas to help further develop and extend their physical skills.

It is not yet good because

- Information around children's learning and development is not consistently used to identify the next steps in their learning to ensure they make the best progress possible.
- Opportunities for children to gain an understanding of difference and diversity in the world are not fully embedded through the resources available to them in their play.
- Self-evaluation is not fully in place, in order to show how strengths and weaknesses are identified in order to inform a clear improvement plan to support children's achievements over time.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed lunch and activities in the playroom and outdoors.
- The inspector looked at children's learning journals and a selection of records, policies and procedures.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 2012. She lives in Lightcliffe area of Halifax, West Yorkshire. She lives with her husband and two children aged three and six years. The whole of the ground floor of the property, along with a first floor bathroom, is used for childminding purposes. There is an enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She operates Monday to Friday, all year round. Currently, there are four children on roll, all of whom are in the early years age range. The childminder is able to take and collect children from the local schools and pre-schools.

What the setting needs to do to improve further

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

- use observations more effectively to plan activities that focus more precisely on what children need to learn next, so that children's overall achievements improve.

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

- increase resources that reflect today's diverse society and review the way in which these are used to help children gain a better understanding of the wider world
- provide further opportunities for parents and children to contribute to the self-evaluation of the setting and use their views effectively to help raise the quality of practice and the level of children's achievements over time.

Inspection judgements

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

The childminder has a sound knowledge of the seven areas of learning and how children learn and has appropriate expectations of the children. She provides a varied range of resources, and indoor and outdoor learning experiences, such as visits to parks, children's centre activities and soft play centres. The childminder collects appropriate information from parents about what each child already knows and can do on entry in order to plan for their learning. She uses a mix of adult-led and child-initiated activities to ensure children have fun. The childminder observes them as they play and is beginning to use

Development Matters in the Early Years Foundation Stage guidance to assess children's abilities. However, information gathered from observations about children's learning and development is not consistently used to identify the next steps in their learning. Consequently, planning is not always fully effective and does not always challenge children sufficiently in the activities provided.

The childminder encourages children to choose what to play with and they take part in baking and mixing play dough with enthusiasm. Children sit and handle the play objects, concentrating and exploring the touch and feel of soft play items. The childminder continually talks to the children about what they are doing. She develops their communication and language skills by repeating words that they say and asks simple questions to make them think. For example, she encourages them to name the musical instruments they enjoy playing, as well as introducing words they understand, such as 'mama' and 'ball'. This activity also helps promote children's early mathematical skills as they count the balls and their communication and literacy skills. The childminder also gives children time to respond to her questions. For example, they talk together about what they are doing in the outdoor area and she asks them to think about 'how many balls' they need. Children eagerly respond counting to seven in sequence. The childminder builds on this interest in counting by encouraging them to count as they play 'let's jump high' using the trampoline. Children are beginning to join in with the actions to familiar rhymes and songs. They have opportunities to develop their early writing skills and use crayons, pencils and paint. Children have access to a variety of books, and young children carefully turn the pages of simple board books. They are well-supported in learning about taking turns and sharing. The childminder understands that younger children sometimes find this difficult, but she remains consistent in her approach to teach them how to manage this. For example, she organises space in the playroom so children are able to use the floor space to compete jigsaws uninterrupted.

Children explore a range of small world animal games and young children practise making large roar noises when imitating the noise the animals make. They play imaginatively with role play resources, such as dolls and small world toys. Children use the resources with care and demonstrate an understanding of handling materials with care. All children's physical skills are supported very well, as the childminder provides tailored opportunities for them to move freely around the house. They chase the soft balls, jump in the enclosed trampoline and complete daily walks to school. Children also make use of facilities at other settings including visiting supermarkets, play areas and the children's centre. The social outings ensure children are beginning to learn the necessary skills to prepare them for the next stage in their learning.

The childminder shares written observations with parents to keep them informed of their child's activities and progress. She values the views of parents in this process and actively supports them to continue the learning with their children at home. The childminder is aware of the progress check at age two and of her responsibility to share this with parents.

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

Children demonstrate that they feel emotionally secure with the childminder as a result of the care and support she gives to them. She shows an interest in what they are doing and is supportive of them. As a result, children respond positively to the childminder and are happy and settled in her care. Parents are invited to stay with their children at the start and information from parents about their child's welfare and care routines is recorded. Consequently, the childminder ensures their individual needs are met and they have a smooth transition into the childminder's care.

The childminder encourages them to 'stop, look and listen' when crossing roads on the daily walk to school and children know they have to hold hands when out in the local community. Children listen attentively and respond well to instructions. The childminder sets sound examples to children and encourages them to show kindness to others. For example, she encourages the children to be caring to others as they discuss feelings and emotions. The childminder regularly rotates the toys and resources to ensure that children remain interested. Children have taken part in colouring games around places of worship, such as a mosque. However, there are fewer resources which depict positive images of diversity and the wider world. As a result, children are not helped to extend their understanding and knowledge of different people and communities through their independent play.

Children develop a sound understanding of the need for a healthy diet. They enjoy healthy snacks and home-cooked meals. Fresh drinking water is easily accessible throughout the day. Sound hygiene procedures are in place and children are beginning to understand why it is important to keep themselves clean. For example, they wash their hands before eating and after toileting. Suitable nappy changing procedures are in place, with the childminder thoroughly wiping the mat down before and after use. Daily opportunities for outdoor play and exploration are provided. Children benefit from the close proximity of the local children's centre's large and well-resourced outdoor play spaces in the community. They enjoy regular visits to play, run, climb, swing and slide in the fresh air. Children are beginning to learn about how to keep them safe. For example, the childminder carefully explains to children the importance of safe use of the trampoline. Children attend sessions at local community groups to help develop their social skills and mix with others to prepare and support their transition into other settings.

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

Safeguarding procedures are sound. The childminder is confident in her ability to identify, record and report child protection concerns if necessary. She completes a risk assessment of the premises, toys and equipment, in order to provide a safe, secure, child-centred and enabling environment. Children are appropriately encouraged to manage risk for themselves through their daily routine activities, discussion and practise of safety drills. She has a valid paediatric first aid certificate. As a result, she is able to protect children from risk of harm and treat minor injuries if required. She has a sound range of written policies and procedures in place, which are shared and agreed with parents. As a result, she is able to maintain consistency in practices, such as behaviour management and the administration of medication.

The childminder understands the importance of monitoring the educational programmes to ensure that she provides a broad range of experiences to help children progress in the early learning goals. She has a sound understanding of the seven areas of learning. The childminder is beginning to implement suitable systems to observe and assess children's learning and development, although these are in the early stages of development. Some next steps are highlighted and the childminder is beginning to use these to plan a varied and challenging learning experience for all children. The childminder demonstrates an appropriate commitment to continuous improvement. She recognises there is capacity for improving the planning and observations and the range of some resources. She has begun to evaluate her practice and uses some self-evaluation. However, there is scope to further develop self-evaluation, for example, by involving children and parents more fully in the process in order to identify all strengths and areas for improvement. Parents are appropriately informed about the provision through a daily two-way flow of communication. For example, the childminder has daily contact with parents to support their working relationship. She exchanges information verbally and through the use of the learning journals. The childminder demonstrates a sound understanding of the benefits of sharing relevant information with other providers and agencies to ensure continuity and coherence for children.

The Childcare Register

| | |
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| 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 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 | EY453437 |
| Local authority | Calderdale |
| Inspection number | 887153 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| 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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