

## Inspection date

Previous inspection date

26/04/2013

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 has good relationships with children and she knows them well through relevant information sharing. Therefore, she effectively meets their needs and supports their progression and this results in happy children who approach their play with enthusiasm.
- Children are safe and their health is promoted effectively through the implementation of a wide range of comprehensive policies and procedures.
- Parents receive a detailed welcome pack, which includes comprehensive information about the Early Years Foundation Stage. Therefore, they are well-informed about the care and education their children receive. This contributes to promoting continuity in children's care.
- Commitment to improve and the childminder's ambition and drive to bring about positive change to enhance the provision for children is good.

### It is not yet outstanding because

- Opportunities for children to talk about a range of feelings and emotions are not fully promoted in their independent play.
- The use of the outdoor environment is not as well developed as the indoor environment to enhance further children's all round development and learning.

## 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 arrived at the setting. She had a tour of the premises and observed children playing in all rooms on the ground floor.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning and care records, planning documentation, self-evaluation and a selection of policies and other documentation.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Helen Blackburn

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and son aged 20 months in the Crosland Moor area of Huddersfield. The whole of the ground floor, first floor bathroom and the garden are used for childminding. The childminder works with another childminder who lives next door. They are registered to care for children from both homes. The childminder is also registered to work with assistants.

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

There are currently 12 children on roll, nine of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- extend children's understanding of feelings and emotions by providing resources, such as books, puppets, dolls, mirrors, photographs, pictures or a feelings tree so that children can talk about how they are feeling
- enhance the outdoor environment by extending resources to support children's all round development, for example, exploring things from, and in, the natural environment, such as pebbles, wood, plants, growth, decay, living things or resources that engage them in role play or construction.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. Her home is welcoming and it provides children with a sense of belonging. For example, she displays their artwork around the playroom. She effectively organises resources on low-level units or boxes so that children can make safe and independent choices in their play. Consequently, because children can initiate their own play and express their own

ideas, they approach their play with enthusiasm. For example, children laugh and smile with pleasure as they choose to play with the jigsaws.

Through regular observations, the childminder is fully aware of children's likes, skills and abilities. Therefore, she is able to effectively track and monitor their progress, which means she plans a good range of activities to support their individual needs. For example, she engages older children in activities, such as drawing and she talks to them about the letters in their name; this supports their early literacy development. The childminder is actively involved in children's play and this contributes to her supporting their progression. She skilfully questions children, for example, she asks open-ended questions and through her enthusiasm she encourages young children to join in. Consequently, children are engaged, motivated and active learners.

Through her positive interactions, engagement in children's play and a good range of resources, the childminder supports children's learning. Through fun songs, children learn about number and when playing with resources, such as shape sorters and stacking bricks, they solve simple problems. This effectively promotes their mathematical development. The childminder effectively promotes children's acquisition of communication and language. For example, when preparing lunch for younger children, she provides a running commentary; she listens to their babbles and repeats simple words. This positively engages young children in turn-taking conversations.

The children enjoy being creative. For example, by exploring paint and other textures, such as dough, they create and express their own ideas. In addition, they listen to music and explore a variety of musical instruments that they can bang and shake. This supports their development in expressive arts and design. The children move freely around the home, for example, they enjoy pushing their wheeled toys from room to room, taking care to avoid obstacles. They skilfully press buttons, lift flaps and twist knobs. These activities effectively support and encourage children's physical development. The childminder uses her garden, although at present this is mostly to encourage children to be physical, rather than utilising it to promote other areas of learning. For example, providing resources that encourage children to learn about growth, decay, or opportunities for them to engage in role play or construction in the outdoor environment.

The childminder cares for a number of younger children who are learning about boundaries. Through play, she positively encourages children to have cooperative relationships with their peers. She manages this because she talks to them about being kind, sharing and taking turns. However, there is scope to extend resources that help children talk about their emotions and feelings to further enhance their emotional development. The childminder takes children to groups. These opportunities encourage children to mix with others and it helps them to separate from their main carer. This effectively promotes children's confidence and independence away from the setting. In addition, it supports children's transitions as they prepare for their next step in their learning, such as starting school.

The childminder gathers detailed information from parents when children first start at the setting, such as, their likes, abilities and care arrangements. This means she is aware of children's starting points, therefore, she effectively meets their individual needs. Through

her developmental records, daily diaries, newsletters, comprehensive welcome pack, detailed information on the Early Years Foundation Stage and discussions, parents are well-informed about their child's day, progress and setting. This includes informing parents how she works with another childminder and assistants and how this is managed, such as working from both homes. The childminder encourages parents to share information about children's progress at home and they discuss ways in which they can support children's next steps in learning. This effectively promotes continuity in children's learning.

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

Relationships between the childminder and children are good. Through relevant information sharing with parents about their child's needs when they first start at the setting, she knows children well. This enables the childminder to build up secure bonds and attachments with the children. She is aware of their needs and she ensures she incorporates these into her day, such as individual sleeping arrangements. This ensures children receive care that is consistent with home so they feel safe and secure and results in them being happy and content. By meeting children's needs, promoting continuity and sharing relevant information with parents, the transition from home to the setting is smooth. This effectively supports children's personal, social and emotional development.

Through the effective use of praise and consistent routines and boundaries, children understand and learn about acceptable behaviour. For example, through play and everyday routines, the childminder encourages them to share, take turns and to be kind to their peers. This supports children in developing positive and harmonious relationships with their peers. The childminder values children's contributions and ensures she spends time with each child so that they feel special. She displays their artwork around the room and this contributes to children having a positive self-image and good self-esteem. There are good opportunities for children to be independent. For example, children of all ages can make their own choices in play through the effective organisation of resources. In addition, babies and younger children feed themselves and older children can access hand washing facilities independently. This contributes towards the effective development of their self-care skills. This also supports them in developing the skills required for future learning and prepares them well for the transition to pre-school or school.

The childminder provides a healthy and nutritious diet, which includes fresh fruit, vegetables and home-cooked meals. Through effective health and hygiene practices, such as hand washing, children are learning about the importance of good hygiene routines. This effectively promotes children's health and minimises the risk of infection and illness. Children have good opportunities to be active, access fresh air and to engage in energetic play. For example, they play in the garden; they go on walks and enjoy regular visits to an indoor activity centre. This effectively promotes their physical development and their understanding of leading a healthy lifestyle. Children are learning about ways in which they can keep themselves safe. For example, the childminder reminds them how to play safely with toys and on outings, they discuss road safety. In addition, when caring for babies and young children the childminder provides the space and freedom for them to explore, roll and crawl around their environment, while being kept safe through her supervision and support.

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

The childminder's understanding of her responsibilities in meeting the safeguarding, welfare, learning and development requirements is good. Through her effective risk assessments, safety checks and supervision of children's play, she provides a safe environment for children to learn. The childminder maintains a wide range of comprehensive policies and procedures, such as dealing with accidents, safe use of cameras in the setting and administration of medicines. This means the childminder effectively takes all reasonable steps to keep children safe. Through training and detailed safeguarding policies, the childminder has a good understanding of child protection issues. She is aware of potential signs of abuse and neglect and she knows which agencies she must notify if she has any concerns. Therefore, she understands her responsibilities and this contributes to protecting children from harm.

The childminder works well with her co-childminder and assistants to ensure she keeps children safe and promotes continuity in their care. For example, through her policies, discussions and close supervision, her assistants are aware of their roles and responsibilities. Through effective deployment of adults, the childminder ensures adult to child ratios are effectively maintained. For example, during school runs, an assistant works with one childminder at the home, while the other childminder takes or collects children from school or nursery. This means there is minimal disruption in young children's play and routine.

The childminder's commitment, drive and ambition to improve her provision for children's learning and care are good. Through her self-evaluation, working with the local authority and monitoring children's progress she has a realistic understanding of her strengths and areas to improve. For example, she recognises the importance of continually extending her resources so that she continues to challenge and stimulate children. The childminder demonstrates her commitment to improve by accessing training to enhance her knowledge and skills. For example, baby massage and 'let's talk', a course that promotes language development with young children. In addition, she is exploring opportunities to complete a recognised early years qualification. The childminder welcomes the views of others when reflecting on her service. For instance, she considers the views of her co-childminder and takes on board any advice from other professionals. In addition, through introducing parental questionnaires, she is exploring ways to encourage parents to formally share their ideas.

The childminder has good relationships with parents. Through diaries and discussions she regularly shares with them information about children's care and next steps in learning. She welcomes parents into her home and while they wait for their children to finish lunch, she offers them food or drinks. This provides a welcoming atmosphere for parents and good opportunities to share information and ensures parents do not feel rushed to leave. This effective communication contributes to meeting children's individual needs. Comments from parents are positive about the care children receive. For example, they state they have no complaints and that they are confident and reassured that the

childminder can provide the care needed for their very young children.

The childminder effectively communicates with other settings children attend, such as school and nursery. For example, she gathers information about what children are experiencing in school so that she can support their learning at her setting. In addition, she explores how other settings are dealing with any particular concerns so that they can promote continuity for children. The childminder is aware of importance of working in partnership with external agencies, such as health professionals, so that appropriate measures are in place to support children with identified needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	EY453753
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	892251
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

