

<b>Inspection date</b>	14/05/2013
Previous inspection date	23/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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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 developing secure relationships with the childminder and other children, which supports their emotional well-being appropriately.
- The childminder has a satisfactory knowledge of how children learn and they are provided with a sound range of interesting activities that provide some challenge according to their ages.
- Children are cared for in a safe and secure environment and are supported to develop a suitable understanding of the importance of a healthy lifestyle.

#### **It is not yet good because**

- Ongoing observations and assessments are not always used rigorously to monitor children's learning and so they sometimes make less rapid progress.
- The outside area is not used effectively to support some aspects of children's physical skills and the promotion of children's independence and self-help skills at mealtimes is variable.
- Parents are not always fully encouraged to contribute to their children's learning and development, or to share details about what their children have achieved at home.
- Self-evaluation lacks rigour and is not yet robust enough to fully monitor the quality of practice or effectively identify areas for development that will improve learning opportunities for 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
- 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 activities and care routines in the main playroom of the childminder's home and checked the suitability of all other areas used by children.
- The inspector spoke to the childminder at appropriate times throughout the visit.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents spoken to on the day and as recorded in their written feedback to the childminder.

## Inspector

Tara Street

## **Full Report**

### **Information about the setting**

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged eight, 14 and 15 years in a house in the Crosland Moor area of Huddersfield. The premises are accessible via a small step to the front door. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a pet dog. The childminder visits the shops and park on a regular basis and she collects children from the local schools.

There are currently seven children on roll, one of whom is in the early years age group and attends for a variety of sessions and six are school-age children who attend before and after school. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the use of ongoing observations and assessments to more rigorously track children's progress, and use these to plan future learning experiences, which are fully matched to children's learning
- develop the educational programme for physical development by; improving opportunities for children to develop their independence and self-help skills at mealtimes by encouraging them to serve their own food and pour their own drinks and by extending the use of the outdoor area so that children can explore, build, move and role play.

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

- extend the methods for encouraging parents to be more actively involved in their children's learning and development by, for example, asking them to regularly contribute to their child's progress records and to share details of what their child achieves at home
- extend further self-evaluation through careful monitoring and analysis of the quality of the care, learning and development on offer, and more rigorously identify challenging targets for improvement that will raise 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 understanding of how children learn. She takes time to find out about children's immediate interests and knows which activities they enjoy. The childminder makes some observations and assessments of children's learning and development; recording these in a file and using some photographs to help illustrate what activities children enjoy and learn from. However, these are not used rigorously enough to accurately track children's progress or to ensure that learning experiences are carefully planned to help move children forward. As a result, activities are not always fully matched to each child's learning needs and this hinders their progress. The childminder works with parents, gathering information from them about their child's development when they start in her care and discussing children's interests with them. However, she has not yet found effective ways of encouraging parents to play a full and active role in their child's learning. For example, by adding their views and comments to their child's progress records or sharing details of any special events or achievements their child has experienced at home. This helps parents to feel involved in their child's early education and helps to build a

complete picture of everything that they can do.

The childminder provides an appropriate range of freely accessible resources for children to explore and make choices from, such as books, puzzles, construction, role play, art, craft and dressing up materials. Children enjoy exploring the wide range of cars and trucks. They happily line them up and roll them around the road on the floor mat. The childminder effectively supports their language development by encouraging them to discuss and name the different types of vehicles they have and what they are used for, such as, a horse box and a double trailer. As a result, children are becoming confident talkers and are increasing their vocabulary on a daily basis. Children have access to an appropriate range of books, which they enjoy looking at. They develop their skills when using technology through the use of some programmable toys, such as, a keyboard, computer, battery operated games and play telephones. They show an interest in toys with buttons and simple mechanisms, which they operate competently. The childminder provides an appropriate range of opportunities for children to develop their physical skills as they go on walks to local parks where they play football and explore nature trails. However, children do not have regular use of the childminder's garden. As a result, this area is not yet used to best effect in fully promoting children's physical skills so that they can explore, build, move and role play. In addition, there are limited opportunities for children to develop their independence and self-help skills at mealtimes as they are not encouraged to serve their own food and to pour their own drinks.

An appropriate range of resources are in place to help children gain a positive awareness of the diverse society in which they live, such as, dolls, books and puzzles. The childminder plans many creative and messy play activities for children to explore their senses. For example, young children regularly make dough and paint pictures. Older children confidently use a range of craft materials, such as, feathers, straws, glitter and tissue paper, to make collage pictures. In addition, children regularly participate in baking activities where they visit the local shops to buy the ingredients to make their biscuits and buns. Children are beginning to show an interest in numbers and counting. The childminder uses all opportunities to support this. For example, she encourages and supports the children to count how many cars they have and to identify the numbers written on the side of each truck. All of these activities help to ensure that children develop adequate skills in readiness for school.

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

Children have formed warm and positive relationships with the childminder, enabling them to feel secure and confident in their surroundings. They turn to her easily for reassurance and enjoy the praise and encouragement she gives them. Care needs are established with parents before children begin, allowing the childminder to plan a suitable environment that reflects their likes and dislikes. This supports a smooth transition from home into the childminder's care. Children behave well for their age and, through the childminder's calm and consistent approach, are beginning to learn appropriate skills, which enable them to play cooperatively with their peers.

Children's emotional development is promoted appropriately as they develop affectionate

relationships with the childminder. For example, younger children enjoy cuddling close when playing a game and older children eagerly tell the childminder what they did the evening before. Children play with an appropriate range of toys and resources, which cover most areas of learning appropriately. The childminder makes some use of local venues, such as parks, so that children benefit from fresh air and exercise. Children are encouraged to practise some self-help skills, such as, washing their own hands before eating and taking off their coats and shoes when they arrive.

Children gain a satisfactory awareness of being safe as the childminder talks to them about safety issues in the home and on outings. For example, they regularly practise the emergency evacuation procedure, raising their awareness of what to do in an emergency and successfully negotiate the stairs when going to the bathroom. Children develop positive attitudes to healthy eating because the childminder discusses their individual dietary requirements and preferences with both parents and older children. As a result, they are provided with a healthy and well-balanced menu of meals and snacks. In addition, the childminder regularly talks to children about healthy choices, such as why fruit and vegetables are good for them.

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

The childminder ensures that children are safeguarded because she has a sound knowledge of the procedures to follow in the event of any concerns about a child in her care. She has attended training in child protection, which means that children are kept safe and protected from harm. The childminder demonstrates a suitable understanding of her responsibilities under the welfare requirements of the Early Years Foundation Stage. She has sound systems in place to record children's attendance, medication and accidents and she obtains written consents as needed from parents. The childminder has completed sound risk assessments of all aspects of her provision, which enables children to play in a safe and secure environment. The childminder ensures that the premises are secure at all times and children are only released into the care of known individuals.

The childminder is, mostly, proactive and is beginning to reflect on her daily practice to support some ongoing improvement, benefitting children in her care. For example, she has sought support from an early years support worker and parents are asked verbally to share any suggestions and ideas about how the childminder can improve her practice. The childminder has taken appropriate action to address the issues raised at her last inspection. For example, she has reviewed her risk assessment and security procedures. She has updated her knowledge of the Statutory Framework for the Early Years Foundation Stage and how to promote equality of opportunity for all children, including those with special educational need and/or disabilities. The childminder has reviewed children's hand washing routines and extended how she liaises with other settings which children also attend. In addition the childminder has begun to complete a self-evaluation of her provision and, as a result, she is, generally, aware of some of her areas for improvement. However, this lacks rigour and is not yet robust enough to secure the in-depth focus, which the childminder needs to effectively target and continuously improve children's achievements. Overall, she has an appropriate awareness of how to meet

children's needs. However, some aspects of the monitoring of the educational programme, assessment procedures and children's progress are not yet fully secure.

The childminder is developing positive relationships with parents due to her calm and friendly nature. Initial settling-in procedures and discussions ensure the childminder has a sound understanding of children's individual care needs. She exchanges information verbally with parents on a daily basis regarding children's care routines and the activities they have enjoyed. The childminder has formed sound links with the other providers who share the care of children. She shares information appropriately about children's progress, which ensures consistency in their learning.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY374775
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	809726
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/05/2012
<b>Telephone number</b>	

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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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