

Inspection date

Previous inspection date

14/06/2013

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 build secure attachments with the childminder. They are happy in their surroundings and show pleasure in their play and interactions with the childminder.
- The childminder helps children begin to acquire the skills and capacity, which they need to develop and learn effectively. This is because the childminder plays alongside them and asks appropriate questions to extend their thinking.
- The childminder has established adequate links with parents and shares information about children's care on a daily basis.

It is not yet good because

- The quality of information provided to parents about children's learning and development doesn't have sufficient depth and breath, so that they are aware of how well children are progressing towards the early learning goals.
- Observation, planning and assessment is not rigorous enough to make precise assessments of children's abilities and identify the next steps in their learning to ensure that children make better than satisfactory progress.
- Self-evaluation does not identify clear priorities and plans for improvement, in order to improve on current practice.

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 the childminder participating in activities with children indoors.
- The inspector looked at the childminder's policies and procedures.
- The inspector carried out a tour of the premises.

Inspector

Mr Rasmik Parmar

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. He lives with his wife, who is a co-minder, and two children aged 12 and eight years in a house in Brighouse, near Huddersfield, West Yorkshire. The whole of the house is available to children. There is an enclosed garden for outdoor play area.

The childminder currently cares for four children, of whom one is in the early years. He operates Monday to Friday, all year round. The childminder takes children to places of interest, parks, library, local market and toddler groups.

What the setting needs to do to improve further

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

- develop processes to rigorously assess children's abilities and priorities for future development to ensure any gaps in achievement are quickly identified and acted upon through ongoing observations
- keep parents up to date with their child's progress and development so that a shared approach to children's learning is promoted and the need for early intervention is able to be identified and addressed if required.

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

- develop rigorous processes to ensure parents are kept fully informed about their children's progress in learning and development
- develop and review the self-evaluation process to identify clear priorities and plans for improvement, that also incorporates the views of parents, in order to improve current practice.

Inspection judgements

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

Children happily engage in a suitable range of play experiences which enable them to make satisfactory progress in their learning and development. The childminder has only

been minding for a short period of time and is, therefore, beginning to develop his knowledge of how to effectively promote children's learning and development.

Children are developing the skills needed for the next steps in their learning. This is because the childminder plays alongside the children and asks appropriate questions to provoke learning and extend their thinking. For example, he introduces mathematical concepts, such as estimating numbers and develops their language for communication through ongoing discussions and interactions. Children's learning is actively promoted through the use of tablet computers to access educational games. For example, children's literacy is promoted through the joining of the dots to form letters using the finger on the screen of the touch screen computer. Children are developing their physical skills through recreational sports activities, such as running and using the climbing frame in the parks. Also, the childminder is proactive in ensuring children access outdoors in all weather conditions. Parents are encouraged to provide suitable clothing, so that children breathe in fresh air and develop their physical skills.

The childminder has a growing awareness of the learning and development requirements within the Early Years Foundation Stage. He has researched and collected information as to how he can support children in the seven areas of learning. At present, he is only caring for one minded child in the early years and he knows the child well. Hence, he intuitively helps the child to progress sufficiently in all of the seven areas of learning by extending the child's learning. However, he does not have a structured approach to assessing children's learning so that any gaps in achievement are quickly identified in order to ensure children make consistently good progress towards the early learning goals.

Children learn about the community in which they live because the childminder takes them to places of interest, parks, library, local market and toddler groups. Hence, children are developing their personal, social and emotional skills with children of a similar age and stage of development. These skills satisfactorily help to ensure children's readiness for school when the time comes.

The childminder shares information with parents verbally on a daily basis to ensure that the individual needs of each child are met. Parents appreciate and can see how well their child has progressed within a short period time. However, they are not provided with sufficient information about their child's progress and development towards the early learning goals so that they are fully aware of any gaps in children's learning or particular strengths, to ensure early intervention if necessary.

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

Children are well cared for in a warm and welcoming family environment and they are helped to make a smooth transition from their own home into the childminder's care. They are happy in their surroundings and show pleasure in their play and interactions with the childminder. The childminder provides a positive role model for children by interacting with them. For example, he interacts with them to name the different animals in the book and they correctly identify the lion, giraffe, zebra and crocodile. This develops children's language skills, thinking and vocabulary.

Children are well behaved and listen carefully to instructions and interact with the childminder. For example, children play with the construction toys and make aeroplanes on the carpet and then help to tidy away. The childminder encourages children and gives consistent praise when they have done something new or completed a task. This develops children's self-esteem and confidence as well as their bond with the childminder.

The childminder promotes children's health and safety well. He has a clear understanding of how to minimise risks in the home, and when out and about with children. For example, they learn to use good road safety practice when out in the community and know they need to be careful when near the road. The childminder's home is secure so children cannot leave unsupervised and unauthorised persons cannot gain entrance. Children are familiar and secure in routines. For example, when children independently visit the bathroom they are aware that they have to wash and dry their hands.

Children are developing an understanding of how to be healthy. The childminder consults with parents to identify what children like to eat and what they do not. He uses this information to encourage children to develop healthy eating choices, such as having access to more fruit for snacks. Home cooked meals include a balanced range of ingredients to support healthy development for children.

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

Clear procedures are in place to identify children at risk of harm and how and when to liaise with appropriate agencies. This ensures that children are appropriately safeguarded and given high priority at all times. The childminder supervises children well and completes appropriate risk assessments of the home and for outings. As a consequence, effective measures are taken to ensure that hazards to children are kept to a minimum. The childminder has developed a good range of written policies and procedures, covering different aspects of care, such as a safeguarding children and behaviour management. Each policy supports the effective management of the provision and is shared with parents.

The childminder has established friendly relationships with parents and regularly shares information about children's care routines and the activities they take part in. However, as the childminder has not yet established a rigorous process for assessing children's progress, the quality of information provided to them about their children's learning does not have sufficient depth. Hence, they are unable to support their children in areas where they are not making good progress. The childminder understands the importance of developing positive relationships with other professionals and providers involved in supporting children's care and learning. However, to date, the childminder has not cared for children who also attend other settings or who require support from other professionals.

Through discussion the childminder demonstrates a basic awareness of his strengths and areas for improvement although there is limited monitoring and evaluation to plan for

improvement. He has developed questionnaires for parents to complete but these have not yet been distributed in order to obtain their views to help improve the service.

The Childcare Register

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| 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 | EY450977 |
| Local authority | Calderdale |
| Inspection number | 893308 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| 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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