

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 feel safe and secure in the care of the childminder. They are building attachments and bonds which promote their well-being and independence.
- Children are keen to explore because the childminder provides a well-organised environment where resources are attractively presented and easily accessible.
- Regular praise and encouragement from the childminder promotes children's sense of achievement and helps to develop their confidence and self-esteem.

It is not yet good because

- The quality of information provided to parents about children's learning and development does not have sufficient depth and breadth, so that they are aware of how well children are progressing towards the early learning goals.
- Observation, planning and assessment is not yet 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 and she lives with her husband, who is her co-minder, and two children age 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 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children, of whom, one is in the early years. She 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 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

The childminder has only been minding for a short period of time and her knowledge of how to effectively promote children's learning and development is in infancy. However, children are making satisfactory progress in their learning and development because the childminder interacts effectively with them. She joins in the activities with children when

necessary and asks probing questions to encourage thinking and extend learning. For example, the childminder asks questions about what children can see when examining books with a magnifying glass. The childminder is aware of the need to allow children to play on their own and develop their own interests. She knows children well and is able to plan activities to suitably move children on in their learning and development.

Together with the co-minder, the childminder has researched information as to how they can help children make effective progress in their learning towards the early learning goals. The childminder has written ideas of activities she would like children to participate in for the seven areas of learning, as part of her evolving knowledge of the Early Years Foundation Stage. The childminder only cares for one child in the early years age group, who receives plenty of attention from her and her co-childminder. The childminder helps the child to make sufficient progress in all areas of learning by intuitively planning for the next stage in their learning. However, there is no 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's communication and language is suitably promoted through general discussions during activities and the childminder's use of age-appropriate language to increase children vocabulary. For example, the childminder reads stories to children and talks about the different characters. Children are developing physical skills because they actively spend time outdoors in all types of weather by wearing suitable clothes. They learn about healthy lifestyles as they breathe in fresh air in the park whilst running and using the climbing frame. They develop their finger control skills by handling utensils and using the touch screen on the tablet computer. Children are developing their personal, social and emotional skills because they have opportunities to interact with children of a similar age and stage of development. 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 satisfactorily prepared 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. Hence, that they are not 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 effectively with them. For example, the childminder joins in with the child during a construction activity and encourages the production of an aeroplane. She praises the child for his achievements to boost his confidence and self-esteem. As a result, secure attachments and relationships are established, which contribute to children's well-being.

The childminder promotes children's health and safety well. She has a clear understanding of how to minimise risks in the home, and when out and about with children. For example, children 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.

The childminder promotes healthy eating by providing fresh fruit and healthy snacks, with water available at all times. Meals are home prepared with different vegetables each day. The childminder takes account of children's preferences and dietary needs, as discussed with parents.

Children make friendships with other children as they regularly attend the local toddler groups, where they also take part in suitable activities to develop their physical and creative skills. During these situations, children's confidence and independence skills are developing. This means their social skills are improving and they are better prepared for the move to pre-school or primary school.

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

Children are safeguarded and protected in the setting because the childminder has a sound knowledge of local safeguarding procedures. As a result, she has a clear understanding of what to do and who to contact should she have a safeguarding concern. Children are kept safe while in the childminder's care because she supervises them and has suitable safety measures in place. For example, the childminder ensures exit doors are always locked and undertakes regular emergency evacuations. Children are further protected because the childminder keeps appropriate documents, including accident, medication and attendance records. Children move safely around the home because the childminder ensures all hazards are minimised.

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

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

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	EY450940
Local authority	Calderdale
Inspection number	919452
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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