

## Inspection date

Previous inspection date

22/05/2013

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 knows children well. She takes children's interests and what they can do into consideration to help her to plan interesting and stimulating activities to extend children's learning. As a result, children make good progress in their learning and development.
- A stimulating, welcoming and well-resourced environment is available and as a result, children's well-being and developmental needs are supported well.
- Children show growing independence as they select the toys, which they wish to play with and initiate their own play and learning.
- Inclusion is promoted well through a good range of resources that positively represent diversity in society. This helps all children to feel welcome and learn to value and respect others.
- The childminder evaluates and monitors her setting well. She has a clear plan for improvement that supports children's well-being and development.

### It is not yet outstanding because

- There is scope to improve the contribution that parents make to children's development records, to further support their learning.
- There are few opportunities for children to closely observe things in the natural world through a variety of means, such as through magnifying glasses.

## 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 children's learning activities and spoke with the childminder and the children throughout the inspection.
- The inspector looked at children's assessment records and a range of other childminding documentation.
- The inspector took account of parents' views from information included in the childminder's own parent questionnaires.

## Inspector

Helene Terry

## 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. She lives with her husband and her adult child in a house in Huddersfield, West Yorkshire. The whole of the ground floor, plus a bathroom and bedroom on the first floor, are used for childminding. The rear garden is used for outdoor play. The family has a dog.

The childminder attends toddler groups each week. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently four children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder also cares for two children over five years of age. She operates all year round, apart from family holidays and she also provides overnight care. The childminder 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:

- encourage parents to contribute more information to their children's development records, so that a complete picture is gained about all children's achievements and used to maximise on planning for future activities and development
- provide more opportunities for children to closely view the natural world through a variety of resources, such as magnifying glasses.

## Inspection judgements

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

The childminder is very observant and responsive to children's individual interests and needs. She knows when to join in their play to extend the learning and when to provide them with uninterrupted time to explore. Consequently, children initiate their own play and are happy to engage in new experiences. For example, the childminder plays with a toddler as they discover the animals in the make-believe farmyard. She helps the child identify the names of the animals and introduces the mathematical concept of size by asking 'Where is the big cow, can you find the little cow?' She notices that children are showing an interest in the features of a horse and skilfully expands the activity to further extend the learning. For example, she encourages the child to name and find parts of the body, building their thinking and language skills. The childminder provides resources to

enable children to match and sort. Toddlers are praised as they successfully complete a puzzle by matching the shapes and the animals. Children delight in pressing buttons on electronic activities to find out what happens and they are given opportunities to explore cogs and wheels. They enjoy sitting comfortably with their childminder, looking at books and singing their favourite rhymes. They explore 'flap up' books and the childminder talks to them about what they see. Children take part in lots of creative activities, such as paint and collage materials. Their work is displayed on the walls in the home, helping children to develop a sense of belonging and pride in what they do. Children are taken out and about into the environment to places of interest. They visit groups where they can discover exotic creatures, such as snakes and millipedes. Children play in the garden and discover mini-beasts, however, they do not always have opportunities to view nature more closely, for example, by using resources, such as magnifying glasses.

Children make good progress in relation to their developmental starting points. This is because the childminder makes good use of her teaching skills and knowledge of child development to meet children's individual needs. She plans first-hand experiences and challenges appropriate to the development of the children, which successfully promotes their curiosity during play. Consequently, children are willing to 'have a go' during the activities, which helps them to be well prepared for starting school. The childminder talks to parents everyday and involves them in their children's learning. She encourages parents to extend learning at home by offering opportunities for them to borrow books, games and activities that children are showing a particular interest in. A daily diary is used for the younger children to ensure that parents are fully aware of the daily activities undertaken with the children. Parents have access to their children's development records, however, they are not fully encouraged to add their own observations of their children's development to maximise on planning for future activities and development.

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

The childminder builds warm and affectionate relationships with the children in her care and they are clearly very secure and settled as a result. Plenty of affection is shared, enabling all children to feel well cared for and valued. Children benefit from having the childminder alongside them at all times, offering extra interest to their play and providing a strong role model. Children's behaviour is good and they receive lots of praise and encouragement for their efforts and achievements, which supports their emotional well-being and confidence. The childminder takes toddlers to groups to help build their social development and she plays games with them to help them to understand about sharing and taking turns. The childminder uses an effective gradual settling-in period with new children to ensure that their transition from home is smooth. Consequently, children are happy, settled and ready to learn.

The childminder places a high priority on keeping children safe. She completes a range of risk assessments and daily checks. As a result, children play in a home that is safe and suitable for them. Children learn about how to keep themselves safe through daily activities and routines. For example, they take part in the regular fire drills and learn about road safety on outings.

Children have many opportunities to develop a healthy lifestyle as they play outside in the fresh air, go on regular walks and visit local parks. The childminder provides children with a balanced healthy diet, consisting of lots of fruit and vegetables. They have regular access to drinks throughout the day to keep them hydrated. Children are beginning to be aware of why they wash and dry their hands properly because the childminder talks to them about good hygiene and its benefits.

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

The childminder has a secure understanding of her responsibility to meet the welfare requirements of the Early Years Foundation Stage. A comprehensive range of written policies and procedures are in place and are followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. These are shared with parents, so that they are aware of her responsibilities. The childminder has a good understanding of safeguarding issues as she updates her knowledge on a regular basis. As a result, she is very aware of the procedures to follow should she have a safeguarding concern about a child in her care. The childminder is confident in her knowledge of the learning and development requirements. She has effective systems in place to observe and monitor children's progress. The childminder effectively uses the observations, which she makes to plan flexible, relevant and stimulating activities for the children.

The childminder effectively monitors and reflects on her practice, which helps her to identify her strengths and areas for further development. She evaluates her practice and obtains the views of parents via daily discussions and parent and child questionnaires. Parents make many positive comments about the childminder in their questionnaire replies. These include how happy their child is in her care and the variety of stimulating activities provided. Parents say that 'the activities provided are excellent' and that 'the childminder is very responsive to children's feelings and needs'. The childminder acts on parents suggestions, for example, she has further developed aspects of her garden and has adapted her menus, as a result of parents' suggestions. She is committed to ongoing development, she acts on advice from the local authority's development workers and plans to attend training to further develop her skills and knowledge. As a result, she continues to develop her practice to benefit the children's well-being and development.

The childminder develops secure, trusting and supportive relationships with children's parents. Information is shared daily in a variety of ways to meet the needs of the children. These include the daily diary and regular conversations. Parents have access to the childminder's welcome pack, which informs them of her childminding service. The childminder is fully aware of the importance of working with other agencies and providers of the Early Years Foundation Stage, although, the need to do so has not yet arisen.

The childminder provides a fully inclusive setting for all children. There are positive images of diversity amongst her provision, including wall displays. This helps children to develop a sense of belonging and helps them to understand and value other people.

### **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

<b>Unique reference number</b>	EY453570
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	895551
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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