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| Inspection date | 25/06/2013 |
| Previous inspection date | 14/02/2012 |

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| 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

- Children are cared for in a warm, welcoming family home where they feel comfortable and secure. The childminder works closely with parents to ensure children's individual needs are closely monitored and their well-being is promoted effectively.
- Children make good progress in their learning and development because the childminder fosters their individual interests and organises the learning environment to enable children to initiate their own play and develop their curiosity and imagination.
- Children regularly meet with other childminders and spend time in the community where they join in physical activities and socialise with children of a similar age. This prepares them for school and supports them to develop new relationships.

It is not yet outstanding because

- There is scope to further enhance the opportunities children have to develop their independence and understanding of healthy food options by helping to prepare and serve their own snacks and making healthy choices about the foods available.

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 children playing in the playroom, the conservatory and the garden.
- The inspector observed the interaction between the childminder and the children.
- The inspector looked at a selection of the childminder's documentation, including children's learning records.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2011 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is also registered to work with an assistant. She lives with her husband and two children aged five and two years in a house in Greetland, Halifax. The whole of the ground floor and the rear garden are used for childminding. The family has a cat and a dog as pets.

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 and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7am until 6pm, Monday to Friday all year round, with the exception of bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- extend further the opportunities children have to develop their independence, for example, by supporting them to make choices about healthy options at snack times and by enabling them to prepare and serve these.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and therefore, she is able to promote children's learning and development well. As a result, children are developing a good range of skills in readiness for school when the time comes. Effective planning, the good organisation of resources and the quality of the childminder's teaching supports children to be challenged by the learning experiences provided. The childminder makes good use of the observations she makes of children during activities and her assessments of their abilities are accurate. This supports her to plan for the next stage in their development ensuring they make good progress. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests.

The childminder demonstrates a very good understanding of how to engage children and

capture their interest. For example, to further children's engagement in a play dough activity, she encourages them to make models of their favourite action characters. This immediately stimulates their interest and challenges them to think about what they are doing and also develops their fine motor skills as they mould and shape the dough. The childminder offers a positive environment in which children can learn and play. This helps them to feel valued, safe and happy and therefore able to make decisions about their play and discuss their ideas. This results in children being enthusiastic learners and developing their concentration, enabling them to spend longer periods of time at their chosen activities. For example, children choose to play with the large flash cards. The childminder skilfully uses this activity to include all areas of learning into the play. She adapts her questioning and interaction in line with the abilities and needs of the children. The childminder uses clear open-ended questioning as she asks the children to tell her about what they see on their card. When required, she uses closed and specific questioning to enable the children to achieve an answer. This promotes their self-esteem and children show their pleasure and full sense of achievement through the bright smiles on their faces.

The childminder recognises that some children enjoy and benefit from learning experiences in the outdoor play area. She provides free access to the garden for the children throughout the day. Activities in this well-resourced play area enable children to be constructive, use their imaginations and develop their understanding of the natural world. They are currently involved in planting and growing a range of fruits and vegetables. Children use their skills of coordination as they transfer compost into their individual seed trays. The childminder provides sufficient equipment for each child and this includes good quality replica tools, such as trowels. Sand play is another favourite and children fill shape moulds to create castles and animal shapes, such as a rabbit and a fish. Again the childminder uses children's general play to encourage their thinking. She asks them about the colours of the moulds and the sizes of their structures, encouraging them to recognise and understand the concept of big and small.

Children's learning records are readily available to parents to help them continue to promote their children's development at home, with additional information provided about focussed learning activities. The childminder is aware of her responsibility to complete a progress check at age two for children and share this information with the parents. This further ensures that parents have a clear picture of their child's development and future learning needs.

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

Children settle very well because the childminder uses a thorough and flexible introduction for every new child and family. She invites parents to bring children to visit several times and gradually extends their time with her. The childminder liaises with parents to establish and implement children's individual care routines from home. This supports consistent care between her and their families. The childminder completes risk assessments and this minimises hazards to children to promote their well-being. A good use of safety equipment and the completion of a daily check list further promote a safe environment enabling children to freely move about, both inside and out. Children develop an understanding of

their own safety because the childminder makes sure that daily opportunities are included to learn about safety. Emergency evacuation is practised and road safety is used as a topic of learning, showing a proactive approach towards helping children to understand safety.

Children enjoy a well-balanced diet, which is provided by the childminder. She is clearly aware of children's individual dietary needs and eating habits. The varied menu she provides includes fresh fruit and vegetables and is displayed for the parents. Children help themselves to drinks in individual cups as they become thirsty, which helps to ensure that they stay suitably hydrated. Meal and snack times are a very social occasion for children as they sit together to a small table and chat to each other and the childminder. She supports them to learn appropriate table manners and through her discussions enables them to enjoy the foods they eat. There is however, scope to further enhance children's independence at these times by enabling them to be involved in preparing and serving snacks, also, encouraging them to make and understand healthy options and choices. The childminder helps children to develop good health routines and praises them for all their achievements. For example, children are clear about hand washing routines and the childminder has achieved a 'cute fruit' dental health award. Children are provided with good opportunities to experience fresh air and exercise on a daily basis. There is free access to the garden, daily walks to and from the local school and many opportunities to explore the local community and places of interest further away.

The childminder offers a wide range of good quality resources and activities to children that are selected to meet their stage of development and particular interest. She manages children's behaviour well and in accordance with their level of understanding. Children's behaviour is good and they are confident in the setting. This is enhanced by the 'star of the week' chart displayed for the children. This not only supports the children to develop their own behaviour management but helps them to gain a strong sense of belonging to the setting. Children demonstrate that they feel secure and form good emotional attachments with the childminder. They benefit from visits and outings, which enables them to develop confidence in new experiences and to help them to socialise. The childminder recognises and praises effort as well as achievement, enabling each child to develop a positive sense of identity. Children have suitable opportunities to learn about other cultures and beliefs as the childminder provides a range of activities and experiences that help children to appreciate difference and value and respect others.

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

The childminder fulfils her responsibilities in meeting all the safeguarding and welfare, learning and development requirements. She demonstrates a good understanding of safeguarding issues and knows the action to take if concerned about a child's safety and welfare. She updates her knowledge in this area by attending regular training. The childminder ensures that parents are aware of the policies and procedures, which support her practice. Children benefit from accessing a safe and secure environment. The childminder ensures that all areas are well organised and all hazards are identified and minimised successfully. She closely supervises the children, during both indoor and

outdoor activities, so that they can play and learn in safety. The childminder is registered to work with an assistant and ensures she understands all working practices to ensure there is consistency for the children and a collaborative approach to their learning and development. She has also ensured that all adults who have contact with the children have been appropriately vetted by Ofsted. The childminder works well within her permitted adult: child ratio and this enables her to provide good supervision of children in a safe and secure learning environment.

The childminder demonstrates a positive approach to improving her professional development, in order to enhance the learning, development and care of the children in her setting. She attends regular training to improve her own knowledge and is working to become an accredited childminder. Self-evaluation is good and supports continuous improvement for the benefit of the children, who attend. The childminder has suitably addressed the recommendations raised at her last inspection. For example, she has improved nappy change routines for the younger children and monitors the temperature of the home, in order to support children's well-being. The childminder effectively observes and monitors children's progress. This means that she is able to check that they are developing in line with the developmental milestones appropriate for their age.

The childminder shares a good range of information with parents each day so that they fully understand her practice and the care their children receive. For example, parents have a daily diary, ongoing conversations and they receive a monthly newsletter, advising them of future activities. The childminder shares children's learning records with their parents; this gives them a good understanding of their child's progress and helps them engage well in their day and learning. The childminder has a clear understanding of the need to liaise with other settings children may attend and is working to establish effective partnerships. For example, she has attended an information sharing event at the local nursery. This ensures she can effectively support children during their transition to this setting and complement their learning once they have started attending.

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 |
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| 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

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| Unique reference number | EY432283 |
| Local authority | Calderdale |
| Inspection number | 923062 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 14/02/2012 |
| 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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