

**Inspection date**

28/06/2013

Previous inspection date

01/03/2013

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 has good relationships with children and she provides a wide range of activities and resources to support their individual progress. Her positive interactions with them effectively supports their language and communication skills.
- Children behave well and through the 'jewel jar' they celebrate their achievements with pride. They are safe and the childminder promotes their good health by implementing a wide range of policies and procedures.
- Children are happy, independent and enthusiastic learners because they make their own choices in play. The childminder supports all children's progression by working closely with other settings and professionals involved in their care and learning.
- Reflective practice and an established training programme, which includes supporting the personal effectiveness of her assistants means that the childminder strives towards improving the provision for children.

**It is not yet outstanding because**

- How the childminder encourages parents to share information about their child's ongoing learning at home is not always effective. Therefore, not fully utilising what parents know when planning for children's excellence in learning.
- The childminder's 'all about me' booklet does not fully maximise what parents know about their child's starting points in regard to progress, skills and abilities. Therefore, not fully enhancing the very good arrangements for transition from home.

## 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 toured the premises and observed children playing in the living room, dining room and playroom.
- The inspector spoke with the childminder and her assistants at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, planning documents, a selection of policies and documentation, including children's records.
- The inspector took account of the views of parents through questionnaires and written communication they provided for the inspector.

## Inspector

Helen Blackburn

## Full Report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 14 and 11 years in Kirkheaton, Huddersfield. The whole of the ground floor, the first floor bathroom and garden are used for childminding. The family has a dog and cat as pets. She is registered to work with assistants.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools, nursery and pre-schools. She supports a number of children with special educational needs and/or disabilities.

There are currently 16 children on roll, of these, six are within the early years age group and they attend for a variety of sessions. 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 further improve the quality of the early years provision the provider should:

- strive towards enhancing partnership with parents by exploring ways to further encourage them to share information about their child's learning at home
- enhance further information gathered during initial assessments, for example, by including more information in the 'all about me' booklet on children's abilities, skills and progress.

## Inspection judgements

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

The childminder and her assistants have a good understanding of how young children learn and develop. They are actively involved in children's play and because they ask a good range of open-ended questions, children are active learners. Children are eager to have a go at new tasks and through the childminder's encouragement they think for themselves and solve problems. For example, when doing jigsaw puzzles, through skilful questioning and effective teaching, children work out where the pieces fit, rather than the childminder showing them. Effective organisation of resources around the home ensures

children have access to a good selection of activities across all areas of learning. Children respond well to this by initiating their own play, such as pretending to make ice creams and feeding their babies. These opportunities encourage children to be independent and enthusiastic learners because the childminder follows their lead when planning activities. Children enjoy looking at books. They are eager to read stories, predict what will happen in the story and talk about the different things they see. As a result, children are confident speakers, they ask questions and engage easily in conversations. In addition, the childminder encourages younger children to extend their vocabulary through everyday positive interactions. She repeats words, provides a narrative in play and she encourages children to talk when pointing at the fruit posters. This effectively promotes children's literacy, language and communication development.

The childminder has a good understanding of the importance of observation, assessment and planning. She uses an electronic format to record her observations and to track children's progress across all areas of learning. As a result, she has a good understanding of each child's learning needs and what she needs to do to support and challenge their learning. This means that children make good progress in their learning and it supports them as they embark on new challenges, such as starting school. For example, children are confident speakers, they enjoy going to groups where they confidently socialise with other children. In addition, the childminder encourages them to put on their own uniforms before nursery, so that they develop good self-care skills and independence. When planning for children's progression, the childminder considers all areas of learning and their likes and interests. She incorporates children's love of machinery when supporting them in using small tools, such as scissors. As a result, children develop their control and coordination skills as they cut around pictures in magazines. This supports children's physical development. Through everyday activities, the childminder effectively promotes children's development in mathematics. Children count objects, they talk about the different size bricks and when looking at books, older children confidently point out the numbers they recognise. Children are creative and imaginative learners because they engage in a wide variety of activities that enable them to express their own ideas. For example, children enjoy dressing-up, they engage in role play activities and through arts and crafts, they express their own ideas and thoughts. This fosters children's development in expressive arts and design well. Children have good opportunities to go on outings and visits and the childminder utilises the outdoor environment to promote children's learning. For example, when on walks, they talk about nature. They visit farms and learn about different people, who live in their community through outings, celebrating festivals and special events. This effectively promotes children's development in understanding of the world.

The childminder has good relationships with parents. She shares detailed information with them about her service and how she supports children's learning through her policies, procedures and welcome book. The childminder regularly talks to parents about their child's learning and she shares any concerns with them quickly. This means that good early intervention is in place, through effective partnership working, to ensure all children receive the support they need. Through her discussions and children's progress records, she informs parents of their child's next steps and how they can support this at home. However, how she encourages all parents to share what children experience at home is not always effective. Therefore, she is not always maximising what parents know about

their child's ongoing progress at home when planning their already good progress.

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

Children have good relationships and secure attachments with the childminder and her assistants. When children start at the setting, the childminder gathers information about their likes, needs and routines. This is through settling-in-visits, discussions with parents and by completing an 'all about me' booklet. Overall, this contributes to the childminder meeting their individual needs. For example, when caring for younger children, she incorporates their individual routines, such as sleep patterns into the childminding day. This promotes continuity for children and results in them being happy, feeling safe and secure in the childminder's care. This fosters children's personal, social and emotional development. However, the 'all about me booklet' includes more detail around children's care and less on their skills and abilities. Therefore, the childminder is not utilising it to encourage parents to share information about their child's development, to fully enhance the transition from home when planning for all aspects of children's care.

The childminder effectively promotes the good health of children. She provides a wide range of healthy meals and snacks, so that children learn about the benefits of making good food choices. In addition, when looking at posters, children talk about the different fruits and how they help them to grow healthy and strong. Children are developing a good understanding of their personal hygiene needs. For example, during everyday routines, they wash their hands and they understand that germs can make them ill. Children have regular opportunities to be active and to access fresh air. They play in the garden, go on walks and visit the park. These opportunities promote children's physical development because they can climb, run, ride bikes, kick balls and use small apparatus. Therefore, children have a positive attitude towards physical activity and leading a healthy lifestyle. Children are learning about how they can keep themselves and others safe well. For example, older children know when playing with toys with small parts, they must keep them away from babies and younger children.

Children behave well and through praise and clear boundaries, they have a good understanding of right and wrong. The childminder uses a 'jewel jar' to praise children's achievements and when it is full, they receive a treat. Children respond well to this and smile with pleasure as they put their jewel in the jar. This promotes children's self-esteem and confidence because they take pride in what they have done well. The childminder encourages children to share, take turns and she reminds them about being polite and using their manners. As a result, children have cooperative and harmonious relationships with others. This effectively supports their personal, social and emotional development. Opportunities for children to be independent are good. For example, organisation of resources around the home on low units and in boxes, supports children in making their own choices in play. In addition, a photograph book of resources, enables children to ask for items and suggest different activities.

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

**provision**

The childminder's understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage is good. She maintains a wide range of written policies and procedures that she implements effectively to keep children safe. For example, her policies include dealing with concerns and conflict, managing illness and the safe collection of children. The childminder carries out regular risk assessments of the home and outings. These include the safe management and security of the premises to ensure children are safe from any unwanted visitors or intruders. Through her policies and good safety precautions, the childminder takes all necessary steps to minimise accidents and to reduce hazards. The childminder's understanding of child protection issues is good. Through accessing training, she has a good awareness of the signs of abuse and neglect. In addition, through her written policies and detailed information from the local authority, she is fully aware of the procedures for reporting concerns. This contributes to protecting children from harm.

The childminder's commitment towards monitoring and evaluating her service is good. She regularly reflects on her practice and reviews children's progress records. This means that she makes sure children access a wide range of activities across all areas of learning to support their individual progression. The childminder also seeks advice and support from other professionals and through addressing the recommendations from her last inspection, she improves the provision for children. For example, by implementing an effective electronic system to monitor, observe and track children's progress she supports them in making good progress in their learning. The childminder has recently started to complete a written self-assessment. As a result, this is helping her to focus and prioritise the areas she identifies for improvement. She fully understands the importance of including parents and others in her self-evaluation and she uses questionnaires to gather their views and ideas.

The childminder implements a detailed induction, so that her assistants are clear about their roles and responsibilities. She regularly accesses training and she actively encourages her assistants to do the same. This means that all adults working with the children are committed to improving the service for children and their personal effectiveness. For example, the childminder is working towards a recognised early years qualification at level 3 and her assistant towards a level 5 qualification.

The childminder's relationships with parents are good. Through discussions, diaries and children's progress records, she keeps parents well informed about their child's care and learning. Questionnaires and written communication from parents demonstrate they are happy with the service their children receive. They say children are safe, the childminder behaves in a professional and calm manner when discussing issues with them and that she provides a home from home environment. The childminder works well with school, nursery and other professionals involved in children's care and learning. This effective partnership working promotes continuity for children and means that any learning is tailored to support their individual needs. This includes effective information sharing regarding children with special educational needs and/or disabilities, so that appropriate

interventions are in place to meet their needs and promote their learning well.

### **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>	EY422942
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	924823
<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>	12
<b>Number of children on roll</b>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/03/2013
<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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