

<b>Inspection date</b>	23/09/2013
Previous inspection date	18/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children develop positive relationships with the childminder. This is because she enthusiastically supports them in their activities, and she attends to their care needs effectively during the day.
- Children receive a broad and interesting range of activities that suits their individual learning needs well. This effectively supports children's progress across the seven areas of learning.
- The childminder supports the children's communication skills effectively, through talking to them consistently during daily activities and routines.
- Children's all-round development is effectively supported. This is because they receive a good balance of indoor and outdoor activity.

#### **It is not yet outstanding because**

- There is scope to increase the resources, to further support children's physical skills outdoors and to further extend their developing ideas.
- The childminder has not devised a consistent way of gathering parents views, to further assist in identifying areas for development, and therefore, further support children.

## 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 resources in the main playroom and outside.
- The inspector spoke to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector spoke to the children present.
- The inspector sampled a range of documents, including the children's records of learning and the policies and procedures.

## Inspector

Melissa Patel

## Full Report

### Information about the setting

The childminder was registered in April 2007, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter aged 15, in Brighouse, West Yorkshire. The childminder works with another childminder, who is her husband. The childminder is registered to work with an assistant. The whole of the premises, except the two bedrooms and the front room are available for childminding. The family has one dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools nursery and pre-schools. There are currently 13 children on roll of whom four are in the early years age range. The children attend for a variety of sessions. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- extend the opportunities for children to further develop their physical skills and their thinking outdoors. For example, by adding larger construction equipment that can be used in a variety of different ways.
- build on self-evaluation, for example, by extending how the views of parents are incorporated, to further assist in identifying areas for further improvement.

## Inspection judgements

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

Children are making good progress overall, according to their starting points and time spent at the provision. This is because the childminder plans a broad range of fun and interesting activities which suits their individuality. The quality of teaching is good. For example, while the children are playing indoors the childminder enthusiastically encourages them to develop their mathematical skills. She gets down to their level and encourages them to compare the differences between the fruits that they are discussing in the story. She asks effective questions that help the children think about the different sizes. She uses consistent repetition to help them formulate their understanding. This includes using mathematical language to help them understand the concepts of big and

little.

The childminder is skilful at including all the children during activities. For example, she takes time to ask different and appropriate questions to support the differing ages and abilities of children present. The children are motivated because the childminder makes their experiences fun, and they smile and laugh frequently. Children's early reading skills are effectively supported. For example, the childminder ensures that they join in the stories, by encouraging them cheerfully to point to the pictures and words. The childminder encourages the children to talk about the happenings in the book. She listens to the children's responses, and then builds on their knowledge through discussion and questioning. This helps them think and make sense of the events within the story and so they can make links to the outside world. Children's communication skills are developing effectively because the childminder uses consistent talk during activities. For example, she uses communication to encourage children to recall events, such as decorating pumpkins at Halloween. She uses clear language to help children count, explore mark-making materials, and be creative using a variety of paints and different textures.

Children receive regular and good quality outdoor play overall. For example, there are lots of challenges to support children's physical skills and their imagination. For example, children climb different sizes of equipment, use different surfaces and learn to control different types of sit and ride-on vehicles. However, there is scope to further assist children's developing ideas as they use their physical skills outdoors. For example, through using different sizes and types of construction materials which they can fix together in a variety of ways.

Parents are effectively involved in how children develop at the provision through regular discussion, and through sharing the children's records of learning. They work together to extend children's learning, such as progressing important milestones, such as communication and social skills. The childminder has a clear understanding of how to implement the 'progress check at age two' when the time comes, to support children's ongoing development effectively, and to keep parents involved in how their children are developing within the prime areas of learning.

The observations and assessments of children are used consistently to plan for children's next steps in their development across the seven areas of learning. For example, the childminder makes regular observations of children and tracks their learning on a tracker sheet. She uses this information to plan activities to extend their progression. All of this supports children's progress and their readiness for school effectively.

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

The childminder supports the children's developing independence effectively during daily activities and routines. For example, all children make decisions about what toys they wish to explore and they can freely select drinks. The childminder is proactive in helping children take care of themselves, for example, she encourages them to put on their own socks. The resources are in good condition and used well to stimulate their learning. Children develop positive relationships and attachments to the childminder. This is

because she plans a good range of activities and she enthusiastically involves the children in them. She cares and nurtures them very well. For example, she comforts younger children as she supports their feeding routines. Children respond positively by smiling. The childminder uses consistent talk to reassure and explain different situations to children. This supports their communication skills and their emotional well-being well. In addition, the close support they receive helps them behave positively and their behaviour is good. The childminder finds out information from the parents to support their routines. This includes finding out about their physical needs, such as whether they can take themselves to the bathroom.

Children develop a good understanding of healthy lifestyles and their all-round development is effectively supported. This is because the childminder ensures that they receive a good balance of play experiences indoors and outdoors, that includes promoting lots of exercise. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as freshly made foods that are balanced and include all food groups, including lots of fruit.

The resources are accessible, good quality and appropriate for the children's different ages and stages of development. The children explore a clean and hygienic environment, which is checked regularly to ensure it is safe. This ensures that the children can investigate fully, and their health and well-being is effectively supported. The childminder helps the children learn about risks and how to manage them as they play. For example, she talks to them about how to stay safe indoors, and children are involved in the fire evacuation procedure. In addition, children are able to take safe risks outdoors, by exploring a variety of equipment. The childminder monitors how the children use the equipment closely and she talks to them about how to use it safely. This also supports children's thinking skills effectively.

The support that the children receive in the development of their early skills, such as making positive relationships and good communication skills helps prepare them well for their transitions to nursery and school. The childminder also prepares them by taking them to visit school and using books to talk about the changes that may occur when they move provisions.

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

The childminder implements the safeguarding and welfare requirements effectively. For example, she has a good understanding of how to keep children safeguarded and what to do should any concerns arise about any child in her care. The safeguarding procedures are readily available and include the required aspects. In addition, they are a clear source of information to demonstrate to parents the childminder's role in keeping children protected within the childminding provision.

The childminder has an effective understanding of how to implement the learning and development requirements for differing age groups and abilities of children. This is reflected in how the childminder effectively teaches children, to ensure that they make

good ongoing progress. The childminder forms good relationships with the parents working closely with them to support the children's ongoing development effectively. This also includes sharing the policies and procedures with the parents, to ensure that they are fully aware of the effective operational procedures in place, to support children.

The childminder works very closely alongside another childminder. They liaise in partnership to support all aspects of the children's care and learning to support children. The childminder keeps the assistant informed of all current practice and procedures, however, the assistant is not currently working at the provision. The childminder forms good relationships with other provisions, such as the local nursery and schools where some children also attend. She shares appropriate information to support their care and learning needs. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required in the future. This supports children's all-round development effectively.

Effective self-evaluation overall, is demonstrated. This is because the childminder has a good commitment to improving her professional knowledge and practice through attending courses linked to the Early Years Foundation stage, such as paediatric first aid and safeguarding. She has a good awareness of her strengths and areas for development, and she attends regular meetings with local childcare professionals to keep up-to-date and to improve her service for children. The childminder has effectively addressed the actions and recommendations from the last inspection by implementing more in depth risk assessments to keep children safe, and by attending safeguarding training. She has effectively reviewed the way she uses her developmental records of children to promote their progress. In addition, the childminder has improved the safety to the outdoor area, by incorporating a fence to divide the area. This results in the children having better and safer access to appropriate resources which are suitable to their individual abilities. All of this means that there is significant improvement to how children are supported with their learning and development and their well-being.

The childminder encourages the parents to share their views about her service, mainly through discussion and sharing the learning records. However, the childminder has not yet devised a consistent way of gathering parents' views to further assist in specifically identifying areas for development. This means that future changes do not yet take full account of their views and needs in order to maximise support to children. The childminder takes account of the children's views by ensuring that they have a voice and can freely explore and enjoy the resources that they choose, and she listens to children.

### **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

<b>Unique reference number</b>	EY350019
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	820869
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/10/2011
<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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