

<b>Inspection date</b>	02/09/2013
Previous inspection date	17/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 a secure understanding of how to support children's learning and development. As a result, children make good progress and are active learners.
- Children enjoy a wide range of interesting activities that the childminder plans and provides for them.
- The childminder provides a warm, caring and welcoming environment for the children. As a result, children settle quickly and form strong attachments and relationships with the childminder.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children can use all areas of the home safely in their play.

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

- Opportunities for children to develop their independence skills are not fully maximised because the layout of the environment does not fully encourage children to initiate their own play.
- There is scope to improve information gathered from parents when their child first starts at the setting to accurately inform assessments on entry and maximise learning.

## 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 held discussions with the childminder and spoke to the children.
- The inspector observed children in their play.
- The inspector checked evidence of suitability and qualifications of the childminder, her documentation and some of her policies and procedures.

## Inspector

Helene Terry

## Full Report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged nine and eight years in a house in Huddersfield, West Yorkshire. The whole ground floor is used for the children as well as the bathroom on the first floor. The children are taken out daily for outdoor play as the outdoor play area is currently not in use. The family pets include a cat, two dogs and fish.

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 six children on roll, of whom four are in the early years age group and attend for a variety of sessions. She also cares for two children over five years of age. The childminder operates all year round except for family and bank holidays.

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

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

- explore ways of enhancing opportunities for children to confidently initiate their own play ideas so that they are able to play with a range of resources independently
- gather more robust information from parents about what children already know and can do when they start, so that assessments of the progress children make across all areas of learning are more precise.

## Inspection judgements

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

Children are very happy, settled and eager to learn. They respond positively to the range of interesting and stimulating activities the childminder plans for them according to their interests and abilities. Although the children do have opportunities to take part in a wide range of activities to extend all areas of their learning over time, the organisation of the toys and activities does not always allow children free access to a wide range of equipment. This means that opportunities for independent learning are not maximised.

The childminder shows a very good understanding of all areas of children's development. She makes good use of the activities children enjoy, encouraging their various skills and development. As a result, children make good progress. The childminder confidently

undertakes observations and assessments in order to plan effectively for children's emerging next steps in learning. She uses a computer software package to support her in her work and parents have access to their own children's development records on the system by using a password to protect confidentiality. Parents are encouraged to make comments on their children's progress. Consequently, this supports links with home and enhances children's progression to the next stage in their learning, well. Although parents do give information about their children's development when they first start at the setting, this does not always cover what their child already knows and can do on entry in sufficient detail, to give the childminder precise information about all areas of their prior learning. This sometimes reduces the effectiveness of the childminder's initial plans to support the children when they first start at the setting. The childminder shows a clear understanding of the requirement to complete a progress check for children aged two years, when applicable.

Children are keen to explore and be active. For example, children become fully engrossed in pretend play. The childminder provides the children with resources to enable them to use their imaginations and make their own dens and houses from the furniture and blankets. The childminder engages in children's pretend play by visiting their cafe for cups of tea to thoroughly extend and encourage their learning. She encourages them to talk and respond by asking open-ended questions and offering words of praise and encouragement. The childminder listens and responds appropriately to children and helps them negotiate when younger children find it difficult to share and take turns. She provides children with a running commentary of what they are doing, in order to stimulate responses and extend their communication and language skills. Younger children are using talk during small world activities. For example, as they play with the dolls' house and play figures they add voices to the characters and the childminder reinforces this by helping to build their vocabulary. Children enjoy cuddling with the childminder as they look at books together and the childminder uses intonation in her voice to engage children in the stories. She talks with the children about what they see in the books, extending learning by introducing counting activities and talking with them about different emotions, such 'Why is the bear tired and grumpy?' Children are given opportunities to develop skills in information and communication technology. For example, they confidently press keys on the laptop showing that they understand how to operate simple equipment. As a result, children are building a good range of skills for their future development.

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

Children develop close bonds with the childminder and they show that they feel safe and secure in her care. The childminder gradually settles new children into her care and she uses this time to get to know children and parents well in order to support their future learning. The childminder also supports children in their move onto school. She talks with them about their new adventure, helping them to understand their emotions, to enable them to feel secure. The childminder has a very caring and gentle manner, which creates a calm atmosphere, enabling children to learn through their play experiences. She is sensitive to the needs of children. For example, a child who becomes upset because her tooth is loose is quietly comforted and reassured. They have discussions about the 'tooth fairy' and then everyone shows surprise and pleasure when the tooth finally comes free

and is wrapped in tissue for the child to take home to show to her parents. Children receive consistent and meaningful praise and encouragement, enabling them to develop good levels of confidence and self-esteem. The childminder offers children gentle reminders regarding their actions, which supports their developing skills in managing their own behaviour and helping to keep themselves safe.

The childminder provides children with a safe, child-friendly homely environment where they play and take risks in safe surroundings. This enables them to develop a good awareness of their own personal safety as well as that of others. For example, they take part in the regular fire evacuation drills and learn about how to cross roads safely on outings. The childminder promotes children's healthy lifestyles well. She provides nutritious snacks and meals for children throughout the day, taking into consideration their individual dietary needs. Drinks are accessible at all times to help keep children hydrated. Children enjoy helping the childminder to prepare their lunch. She encourages their independence skills as they select their favourite coloured cutlery and plates. They talk with the childminder about the numbers of pieces of toast that they would like to eat and then they help to set the table. Children benefit from playing outdoors in the fresh air daily at the local parks to develop their physical skills. They also enjoy rambling on nature walks, as they collect leaves for their art work.

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

The childminder ensures she implements the requirements of the Statutory Framework for the Early Years Foundation Stage effectively. She has completed safeguarding training and has used this to produce a well-written policy and procedures to protect children while they are in her care. The childminder carries out regular risk assessment checks, helping to ensure the environment, equipment and resources are safe for children to use. She ensures her provision is very well organised, runs smoothly and that she is efficient in providing for all the children's care and learning needs. Children are effectively supervised at all times in and outside the home to ensure their safety. She maintains confidentiality with regard to children's details. For example, the computer software materials that she uses are protected with passwords and she is aware of data protection laws.

The childminder has good monitoring and evaluation systems in place. These effectively identify her strengths and areas for improvement. She has identified that she would like to do further training and has enrolled at college to enable her to complete an early years qualification at level 3. She is also developing her outdoor play area. Since the last inspection she has addressed all the recommendations identified for improvement, which has promoted children's development and well-being. The childminder monitors children's development to ensure that there are no gaps in their learning and that they are helped to reach their full potential. The childminder gains parents and children's views to inform her practice. She encourages parents to complete parent questionnaires to give their views on the provision that she offers. Children also give their views through discussions and the childminder observes children during their play, which helps inform the activities that she provides. The childminder also acts on advice and support from the local authority development workers to improve her practice. This impacts positively on the service that

she offers for the children.

The childminder has formed strong relationships with parents and she maintains effective lines of communication to enhance the two-way process in caring for children. Parents readily access a wide variety of information about the provision and their child. They access the computer software package that the childminder uses as part of her service, alongside chats and regular discussions to keep parents fully informed about children's progress, policies and procedures and their roles and responsibilities. The childminder effectively works alongside other agencies and early years provision involved in children's care and learning to promote their progress.

### **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>	EY384362
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	915336
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/04/2009
<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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