

Inspection date	15/10/2013
Previous inspection date	12/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder takes children's interests into consideration when providing activities for them and as a result, they make steady progress towards the early learning goals.
- Children build secure attachments with the childminder. As a result, they demonstrate emotional security and show affection and form good relationships with other children.
- Children are safe in the childminder's care as she takes effective action to ensure the safety of the premises and has a secure understanding of safeguarding procedures.

It is not yet good because

- The childminder's initial assessments of the children, are not consistently rigorous and information gathered from parents about their children's starting points and continued progress is insufficient. As a result, the childminder's initial planning of activities does not always match children's learning needs or shape their future learning experiences.
- The children's progress check at age two is not yet completed and as a result, children's strengths and areas where the child needs additional support are not effectively identified to fully enhance children's progress.
- There is room to do more to help young children understand about acceptable behaviour and how to keep themselves safe.
- Children's independence skills are not fully maximised because the layout of the environment does not fully encourage children to initiate their own play ideas.

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 premises and the activities undertaken by the childminder and the children.
- The inspector spoke with the childminder and the children throughout the visit.
- The inspector looked at children's learning journey records and some of the childminder's policies and procedures and other documentation.

Inspector

Helene Terry

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Huddersfield, West Yorkshire. The childminder also cares for children with two other registered childminders. The areas of the home used for the children include the lounge and dining kitchen on the ground floor and the bathroom on the first floor. The front and rear gardens are used for outdoor play.

The childminder attends the library each week. She visits the shops and park on a regular basis. She collects children from the local school. There are currently seven children on roll in the early years age group and they attend for a variety of sessions. The childminder operates all year round except for 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the accuracy of ongoing assessment of children by encouraging parents to contribute to initial assessment by obtaining information about children's starting points in all areas of learning at the onset of care and using ongoing information they share about their children, to shape future learning experiences for each child to ensure that activities consistently match their learning needs
- ensure that the children's developmental needs are accurately identified in a timely fashion by completing the progress check at age two for children.

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

- help young children understand about acceptable behaviour and how to keep themselves safe, for example, by giving them explanations as to why a certain type of behaviour is unacceptable
- 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.

Inspection judgements

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

The childminder's knowledge and understanding of the learning and development requirements is still developing. Children are happy and settle quickly because the childminder takes account of their individual needs. Initial discussions with parents and information gathered through the 'All about me' forms, help the childminder to learn about children's likes and dislikes. The childminder makes sure that toys and resources that reflect children's interests are readily available when children start attending. However, the childminder does not find out sufficient information from parents about children's developmental starting points when they first start at the setting and parents are not fully involved in their children's ongoing assessments. This prevents her from gaining a full picture of what children can already do to help her plan an effective range of activities and experiences to promote their progress further. The progress check at two has also not yet been completed. As a result, children are not fully supported in making as much progress as they can as the check has not been used to identify children's strengths and areas for development. The childminder records her observations of children's achievements in most of the children's development records and uses these to identify what children need to learn next.

The childminder gets involved in children's play to help children make satisfactory progress in their learning and development. Consequently, children are learning skills for their future development and learning. Toddlers communication and language skills are suitably encouraged as the childminder talks to them as they play, offering a running commentary about what is happening and helping them link words to actions. She listens to toddlers' attempts at speech intently as she builds their confidence and conversation skills. Toddlers follow instructions well and the childminder helps them to understand more complex sentences by asking questions, such as 'Can you put the screwdriver on the work bench for me please'. Children's vocabulary is increasing as new words are introduced. For example, as children play with the tool work bench she introduces the names of the different tools, such as 'hammer' and 'screwdriver'. Through playing with these tools the children develop their small muscle movements as they twist and turn screws, nuts and bolts. The childminder supports children when using scissors, to develop physical skills and talks with them about using them safely. Children have opportunities to play with different materials, such as paints, pens and crayons to develop their early writing skills. They enjoy making marks on paper and observe the marks that they make. Toddlers have lots of opportunity to practise early information and communication technology as they enjoy pressing buttons on electronic activities to find out what happens. The childminder engages with the children during their play, especially during role play. She pretends to eat the food that they have prepared for her in their play kitchen and they giggle raucously at the playful yummy sounds that she makes, showing their enjoyment.

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

The childminder has effective procedures in place for settling-in new children. She encourages parents to visit with children and then leave them for short periods so they can get to know each other. This means there is a smooth transition from home into the childminder's care and this helps children feel happy and secure as they build up secure attachments. The childminder also supports parents in the children's preparation for their move to school by talking to children about their new adventures.

Children are effectively supported in behaving well as the childminder provides lots of appropriate praise and encouragement to promote their self-esteem and confidence. They are learning to share and take turns with the resources. However, at times she forgets to give explanations to children as to why a certain type of behaviour is not wanted, to help them understand the consequences of such behaviour. For example, as toddlers attempt to climb on chairs she forgets to tell them that she wants them to get down so that they do not fall and hurt themselves. On the other hand they do learn about how to keep themselves safe as part of their play. For example, as they play with the toy cooker, as part of role play, they are reminded to be careful as it may be hot. Children also take part in the regular evacuation drills so that they know what to do in an emergency.

The childminder provides a warm, comfortable and light environment for children to play and relax. She regularly rotates the toys and resources to ensure that children remain interested. However, although the children do have opportunities to take part in a 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 does not fully maximise independent learning. The childminder supports children to become independent in self-care routines. For example, she gives them the time to eat food by themselves and encourages them to manage their personal needs when using the toilet. The childminder and children sit together to eat meals and snacks so that they learn important social skills. Children enjoy a well-balanced diet that takes into consideration their individual dietary needs and they have suitable access to drinks throughout the day. Their independence skills are further supported when they are encouraged to pour their own drinks of water. The childminder holds an up to date paediatric first aid qualification to enable her to deal with children's needs appropriately in the event of an accident. This supports their well-being and safety.

Children take part in regular outdoor activities, both in the garden and at the park, to promote their physical development. As a result, children begin to understand the importance of healthy lifestyles and how to manage risks as they climb on the large equipment.

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

Children are safeguarded suitably because the childminder is clear about her role in keeping them safe. She is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. She has also attended training in this area. In addition, children benefit from the childminder's commitment to ensuring that the premises are safe by using ongoing risk assessments for indoors and outings. The

necessary fire detection and control equipment is in place to further protect children. The required checks have been completed on the adults in the home to ensure that they are suitable. The childminder demonstrates a satisfactory understanding of the Statutory framework for the Early Years Foundation Stage. She continues to develop her understanding of the learning and development requirements to enable her to monitor children's overall progress.

The childminder is keen to develop her practice and has been through a steep learning curve since her last inspection with the support of the local authority's development worker. All of the areas for development identified at the last inspection have been addressed and the childminder continues to work to develop her practice further. She has attended training to support her skills in order for her to support the learning outcomes for the children. As part of her action plans, the outdoor play area at the back of the house, has been developed and this is now ready for children to enjoy. She regularly seeks the views of parents and children and uses this to develop her practice. Parents have commented on the benefits of the book area and that they like the fact that their children regularly visit the library with the childminder.

Partnerships with parents are generally positive and arrangements are in place to exchange relevant information about the children's general welfare and care. They receive information about their child's day through general chats. The childminder shares her policies and procedures with parents, so that they are aware of her childminding practices. Her co-childminder talks to staff at the nursery children attend and passes on messages to parents regarding children's care and welfare. They also discuss children's development and interests to promote continuity of care and learning.

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

Unique reference number	EY419350
Local authority	Kirklees
Inspection number	894272
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12/11/2012
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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