

Inspection date

10/09/2013

Previous inspection date

17/11/2010

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 1

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 provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that successfully support their learning and development.
- Lots of praise and encouragement from the childminder helps children to become confident in their own abilities, fostering their independence and ability to make healthy choices and keep themselves safe.
- Children develop strong emotional attachments with the childminder because she treats them with care and kindness.
- The childminder has a good understanding of how to promote the health and safety of children in her care. Safeguarding procedures are secure. As a result, children are well cared for and protected.

It is not yet outstanding because

- At times, children's development of creative thinking is limited by using pre-printed sheets in activities.
- The occasional use of complex language and questioning results in younger children not always fully participating in activities, such as sand play and mark making.

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 activities in the play room and the outdoor area.
- The inspector spoke to children during free play.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of children present.
- The inspector looked at the relevant documentation provided.
- The inspector took account of the views of parents, carers and older children from written references and questionnaires.

Inspector

Hayley Gardiner

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the voluntary and compulsory part of the Childcare Register. She lives with her husband and two children, aged 17 and 16, in a house in Liversedge. The childminder works with her husband, who is a registered childminder and they operate as a business under the name of Little Buttercups.

The childminder visits the shops, library and park on a regular basis. She collects children from schools and pre-schools.

There are currently 23 children on roll, seven of these are in the early years age group and attend for a variety of sessions. She operates all year round from 7.15am 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 children's creative thought processes, for example, by encouraging them to find new ways to do things for themselves and develop their own ideas
- use descriptive words and running commentaries when exploring activities with younger children.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. She provides interesting and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for starting school. Individual profiles are in place for all children and these include photographs, creative work, observations and assessments. There is an effective system in place to carry out the required progress check at age two. These are all linked to the areas of learning and are used to identify the next steps in each child's learning. The childminder works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning profiles ensures that parents remain involved and up to date about their child's progress. Parents contribute to

their child's profile regularly, including activities, experiences or interests from their home life.

The childminder provides a rich learning environment indoors and outdoors covering all areas of learning. All children are able to easily access resources and equipment as they are stored at low-level, which promotes their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about a wider society; they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, such as Easter and Chinese New Year. Children explore a wide variety of creative activities using an assortment of media. However, the childminder sometimes uses pre-printed sheets for children, which lessens their input and restricts them from creating their own ideas and thoughts.

Children play outside where they learn to be physically active, use their imagination and help to feed and look after the fish in the pond. The childminder fully understands the importance of supporting young children to develop their skills in using technology. For example, children have fun playing with the small world activities that have flaps, buttons and lights. They giggle and smile with enjoyment to show how much fun they are having. Children enjoy their time with the childminder and participate in a range of interesting activities. These are planned in advance but there is sufficient flexibility to ensure children have free choice. All activities successfully reflect children's individual interests. For example, they have an interest in trains and older children show excitement as they move trains through oats and sand, making the marks of a train track. The childminder supports their learning with good quality interactions. She helps children to learn about the appearances of trains, for example, that train is different because it is bigger or it has a carriage. The childminder encourages all children to join in with the activity. Children enjoy singing and choose which song they want to sing. They participate well using finger puppets, actions and words, which encourages them to use hand gestures and actions to the songs. Younger children enjoy babbling, increasingly experimenting with sounds and creating personal words. The childminder listens actively to the different messages young children are trying to convey. She then repeats and models the language to help them build sentences. However, occasionally the childminder's use of complex questioning and language results in younger children moving to other activities. For example, they explore the texture of the oats between their fingers with a strong interest, but the childminder failed to adapt her questioning towards the younger children who eventually moved away from the activity. Younger children are given time to explore resources within the provision. This results in children having plenty of opportunities to explore objects that can be used, moved and combined in a variety of ways.

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

Children really enjoy a warm and extremely comfortable relationship with the childminder in her welcoming setting; she takes time to get to know all children very well. Children are relaxed within the home and are fully at ease, this means children's individual needs are effectively met, promoting their well-being. The childminder works closely with parents

from the start of their learning journey with a comprehensive range of information, including any specific needs and information about any allergies or cultural requirements being exchanged. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The childminder plans effectively to make sure children are happy and have plenty of attention to make them feel special.

The relationship between the childminder, children and their parents is highly effective in ensuring outstanding care for all children. Children feel very secure and thrive in the care of the childminder because they form very secure emotional attachments. They smile and laugh with them and as they get older, they begin to enjoy cuddling close to the childminder to read books. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are highly enthused, curious learners who participate eagerly in games and activities. Children are very confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are very well mannered and handle their own behaviour particularly well because the behavioural rules are fully embedded. Sensitive reminders and positive reinforcement means children receive consistent messages. Children build excellent relationships with their friends and work together extremely well to create play. The childminder is highly skilled in encouraging children's independence, inclusion and learning during play and daily routines. The childminder talks about what they are doing, so that children understand risks. She encourages children to take risks and challenges them effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children wear fluorescent jackets during trips to the seaside and the park, so they are clearly visible. Children comply fully with expectations and learn to keep themselves extremely safe in an emergency through practising the escape plans. Becoming increasingly safety aware, making friends and learning self-care skills, means children gain essential skills and attitudes to support their future move to other settings or to school. The childminder has developed strong links with the local schools and made excellent relationships with the teachers. She attends school meetings, family assemblies and sports day to ensure that she is kept up to date with children's learning and achievements.

Exceptionally good awareness to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit. Children enjoy lots of fresh air and exercise and benefit enormously from being able to play outdoors when they wish. Children delight in using the local community for trips and outings, which further promotes aspects of their physical play. For example, regular trips to the park support children's physical development and enrich their understanding of the wider world.

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

The childminder has a good understanding of all safeguarding procedures, ensuring children are protected from harm and neglect. She has a clear policy in place to inform her practice and has the necessary details to refer any concerns to the appropriate agency. She maintains a close check on all aspects of her provision through daily safety checks and detailed risk assessments. All of the required policies, records and procedures are skilfully implemented, promoting an inclusive and safe environment for all children. The childminder evaluates her practices and future plans concentrate on improving the provision and her practice for children. She has a good awareness of her strengths, such as, the planning, observation and assessment. The childminder has developed her self-evaluation systems to include parents' and children's questionnaires and feedback. These comments and answers include parents saying 'so happy we found you, I am 100% confident knowing she is in your care'. Older children also answered with 'we have been on some amazing trips' and 'I enjoy every minute, it's like my second home'. The childminder is dedicated to improvement and is keen to complete training to update her knowledge and skills.

The childminder uses her knowledge and understanding of the learning and development requirements and involves children in a wide range of good quality learning activities. She sees observation and assessment as an essential tool to helping children make good progress in their learning. The childminder monitors children's development very well and has a good awareness of their abilities and skills. The well thought-out planning helps her ensure that she covers each area of learning with adult-led activities or plans for the availability of resources to support children to initiate their own learning. The childminder is aware that children develop at their own rate and values children's own ideas and thoughts.

Partnerships with parents are well established, ensuring children's overall development is effectively enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents are able to share information about their children with the childminder and they discuss children's progress when dropping off and collecting their children. The childminder and parents meet regularly to plan activities and social events that include family days at the seaside, barbeques and parties. The childminder has a very good understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities; she has established very strong links with local agencies and schools to support all children to ensure continuity of care and learning for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	311035
Local authority	Kirklees
Inspection number	907724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	23
Name of provider	
Date of previous inspection	17/11/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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