

## **Inspection date**

19/11/2013

Previous inspection date

07/01/2010

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

**This inspection:**

3

Previous inspection:

2

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 requires improvement**

- The childminder demonstrates through discussion she has an improving knowledge of the learning and development requirements and guidance. She demonstrates through discussion how she adequately promotes children's learning with the activities she provides.
- Through discussion the childminder is able to explain how relationships and attachments are developing. This means that children's emotional well-being is fostered sufficiently and children are made to feel confident, safe and secure within the home.
- The childminder demonstrates a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

### **It is not yet good because**

- The childminder's knowledge and understanding of learning and development requirements is not fully embedded to ensure information gathered through observation is used to assess children's progress and shape their learning experiences in order to plan precisely for their next steps.
- Some of the play resources are not always well organised and labelled to enable children to develop their literacy skills while finding what they want to play with.
- Self-evaluation is not fully in place and does not include the use of parents' and children's views to help identify and plan priorities for improvement, and to fully enhance provision for children's learning and development.

## 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 discussed with the childminder how she deliver the educational programmes for children.
- The inspector looked at assessments, policies and documents the childminder uses when caring for children.
- The inspector discussed with the childminder processes for self-evaluation and improvement and checked evidence of suitability and qualifications.
- The inspector looked at the areas used for minding, the accessibility of the resources and spoke to one parent.

## Inspector

Shazaad Arshad

## Full report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their four children aged 20, 16, 14 and five years in Brighthouse, Halifax. The whole ground floor is used for childminding and the first floor bathroom facilities. The childminder collects children from the local school and pre-schools.

The childminder usually provides care throughout the year on weekdays from 7.30am to 6pm. There are currently five children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder holds a level 3 childcare qualification. There were no children present during this inspection.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve knowledge and understanding of learning and development requirements to ensure more rigorous observations and assessment of children learning and development to assess more accurately their progress. Use this information to consistently shape their learning experiences in order to plan precisely for their next steps.

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

- extend children's literacy skills by providing creating an environment rich in print to provide more opportunities for children to see and recognise familiar words and signs
- build on self-evaluation and ensure views of parents and children are included to clarify and identify strengths and areas of improvement, in order to fully enhance to provision for children's learning and development.

## Inspection judgements

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

Through discussion the childminder explains, when children first start at the setting, she gathers appropriate information from the parents, both verbally and in written form. This exchange of information allows the childminder develop some knowledge of the children's

interests and starting points. 'All about me' forms are completed and are put into individual children learning journals to share with parents. The childminder has begun to make some formal observations in the form of photographs, although this process is in the early stages and is not consistently rigorous. The childminder is unable to explain how information from observations is always used to plan for individual next steps of learning and to effectively track children's progress across the seven areas of learning and development. However, the childminder demonstrates through discussion how her general routine and activities provided cover the seven areas of learning. As a result, children are starting to develop necessary skills to support their future learning.

Through discussion the childminder explains how children enjoy small world toys and engage in play well. She cites examples of how she teaches children to play together and help one another during a variety of craft activities. She states that she ensures the small world resources area is available for children to help themselves and make choices and decisions about their play. Children are offered opportunities for developing their early literacy skills through making marks with crayons and looking at books. However, they have fewer opportunities to extend their literacy skills. For example, the learning environment is not rich in labels, signs and posters so that children understand that print carries meaning.

Children have regular opportunities to develop their understanding of the world and enjoy regular walks and visits within the local environment. The childminder takes the children on walks and they talk about the environment. The childminder also takes children to a local park where they develop their physical skills using a variety of equipment. The children visit local groups on a daily basis and young children are able to use the indoor ball pool for further physical development. As a result of the daily routines followed and daily outings, the childminder ensures children are prepared sufficiently for entry into other settings from a young age.

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

The childminder's home provides sufficient floor space for the children to move around. Most toys and furniture are at children's height, which supports their developing independence and safe play. Through discussion the childminder explains, how children play safely and use the equipment appropriately. For example, she states that they sit safely in their chairs when it is time to eat. The childminder practises fire drills regularly so that children learn how to evacuate the premises in an emergency. She ensures that children get plenty of fresh air. They use outdoors on a daily basis as they go out and about in the local community. This means that they get plenty of fresh air and exercise to support their good health and healthy lifestyles. In addition, children are provided with healthy snacks which include fruit on a daily basis. The childminder ensures children follow sound hygiene practices as they are encouraged to wash their hands at appropriate times.

The childminder explains how she makes activities and resources available that she knows children will enjoy helping them feel comfortable in the surroundings, such as,

construction bricks, books and small world toys. The childminder explains she praises the children for their achievements to boost their confidence and self-esteem. As a result, secure attachments and relationships are developing, which contribute to children's continued well-being. The childminder's regular outings and visits in the local community help children to develop confidence and independence in situations away from her home. This also helps ensure children are emotionally prepared when the time comes for moves to other settings, such as pre-school and school. The childminder follows parents' wishes regarding sleep and feeding habits so that children are comfortable with her. This means that they cope with the transitions from home to the setting and ensures that they benefit from consistency so that they feel safe and secure.

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

The childminder has an appropriate knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The childminder is satisfactorily organised and maintains documentation for the safe and efficient management of the setting. For example, the required policies and procedures are implemented and record keeping documents are maintained. The childminder has completed safeguarding training and has a sound knowledge of current safeguarding procedures to follow should she have concerns about children in her care. She holds a current first-aid certificate so that any accidents are dealt with effectively and she ensures children are protected and supervised at all times. Written risk assessments are in place and will be reviewed when appropriate, helping to protect children's safety. As a result, her documentation is satisfactorily organised and underpins practice sufficiently well.

The childminder is developing a satisfactory understanding of the learning and development requirements. She has started to observe and assess children learning and development. However, this is in its early stages and the assessment process is not yet embedded to ensure precise planning for children's next steps in all areas of learning. Through discussion the childminder demonstrates a basic awareness of her strengths and areas for improvement, although there is limited monitoring and evaluation to clearly plan for improvement. She is considering ways of enhancing her teaching by researching training events and linking all activities and outings to the Early Years Foundation Stage in order to ignite children's curiosity and enthusiasm for learning. She has introduced 'All about me' forms to aid her understanding of the needs of the children.

Partnerships with parents are developing. They confirm they are confident to leave children in the childminder's care. She has daily verbal communication with parents to ensure some continuity of children's care, learning and development. The two-way sharing of written and verbal information enhances parent's experience and extends most areas of children's 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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY394448
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	939763
<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>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/01/2010
<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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