

Inspection date

04/02/2014

Previous inspection date

11/01/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 1

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 1

The quality and standards of the early years provision

This provision is outstanding

- Children flourish in a rich, stimulating, accessible and vibrant environment. This unquestionably promotes their independence and self-care skills and results in children learning at the highest level.
- The childminder's quality of teaching is outstanding and significantly impacts on children's learning. This includes her comprehensive knowledge of the way children learn, first-class interaction and outstanding observation, assessment and planning arrangements.
- The childminder has a superb understanding of the extreme importance of working in partnership with parents, in order for children to reach their full potential. This results in highly effective and successful strategies that engage parents in all aspects of their child's care and learning.
- The childminder places an excellent emphasis on promoting children's personal, social and emotional development, including through superior settling-in arrangements. Consequently, this builds children's capacity to learn, form excellent relationships and thrive.
- The childminder demonstrates an outstanding commitment to the continual improvement of her service through excellent self-evaluation and a first class commitment to continued professional development. This has unquestionably impacts positively on children's care and 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 observed activities and care routines in the lounge, play room, kitchen diner and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation and children's records.
- The inspector took account of the information provided in the childminder's self-evaluation document and improvement plan and of feedback provided by parents prior to the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged nine and eight and her adult step-daughter who resides part time at the property. The childminder lives in a house in the Cleckheaton area of Bradford. The childminder uses the whole of the ground floor and the rear enclosed garden for childminding. The childminder attends groups and visits local shops, the library and parks on a regular basis.

There are currently 10 children on roll, six of whom are in the early years age group who attend for a variety of sessions. The childminder takes children to and from local schools. The childminder is open all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years childcare qualification at level 3.

What the setting needs to do to improve further

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

- develop the already extensive range of toys, for example, by providing more open-ended and flexible resources including natural media and materials to further excite babies and encourage their spontaneous exploration and investigation.

Inspection judgements

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

The childminder has a comprehensive understanding of the areas of learning and how children learn and, therefore, provides an excellent range of indoor and outdoor play opportunities. These are carefully planned and adapted to meet the needs of all age groups. They highly motivate and engage children and unquestionably foster their capacity to develop and learn effectively and be ready for their next stages in learning, such as pre-school and then school. The experiences children receive are undoubtedly planned from meticulous, precise and sharply focused observation and assessment. This includes all those involved in children's learning and is reflected in comprehensive records of learning; these show that children have already made significant gains in their learning in the short time they have been attending. The childminder undertakes an initial progress report in conjunction with parents, in order to find out what children already know and can do on entry. As part of this, she also makes great use of information gained from other settings children have attended, or attend. Following this, individual learning plans are devised for each child based on their identified next steps for learning and their interests, noted down continually on the planning board. Older, more able children are exceptionally well

involved in sharing their ideas as they contribute to the displayed 'What we can do' planning form. In addition, the childminder has compiled a resource photograph booklet. This enables toddlers, whose language is not yet fully developed, to have a voice and use gestures, such as pointing, to show what they would like to play with. Children's progress is monitored superbly through regular development summaries and a tracking document. Consequently, the childminder can identify and secure early interventions and support where children may have additional needs.

There are highly successful arrangements for keeping parents informed about, and engaging them in their children's learning, in order to ensure a shared and consistent approach. Records of learning include extensive information for parents about the areas of learning and what these mean in terms of children's development and how they can support this. The childminder shares development summaries, which parents are asked to comment on, and parents can observe activities children are taking part in through the topic and planning boards. The 'All about me' diary, used as a link between the childminder, parents and other settings, includes further observations about children's achievements and interests and next steps for learning. Parents are asked to contribute their own observations to this along with any emerging interests they have noticed. Parents are also encouraged to take resources home to share with their children and enhance their learning.

The childminder's quality of teaching is excellent and her outstanding enthusiasm, engagement and motivation of the children, undoubtedly reflects in their active and sustained engagement during activities. For example, older, more able children delight in making a musical instrument, an interest expressed by them the previous day, using an empty plastic milk bottle, pasta and paint. They show very precise small physical skills as they use the fine paintbrush to explore and develop their own ideas using a variety of colours. The childminder listens perceptively and carefully observes children during the activity, intervening sensitively to skilfully question and extend their learning and critical thinking. For example, she asks them if they think their instrument might make a louder noise if they place more dried pasta shapes in the bottle. Children test out the idea and are clearly impressed by this. The childminder adapts the activity for toddlers and babies, however, they appear hungry and restless, even though it is not the usual snack time. The childminder readily responds to their individual needs by adapting the daily routine. While she promotes their physical well-being, the childminder ensures that older, more able children, not wanting their snack, have uninterrupted time to continue with what they are doing. Babies have great fun exploring and investigating the texture of grapes as they squeeze these between their fingers.

As babies develop confidence in their mobility, such as sitting up, the childminder superbly supports them in gaining new skills and trying new things. For example, she places objects a little further out of reach enthusiastically encouraging them to reach out for and progress to the next stage of crawling. Babies explore musical instruments and other toys with intrigue as they grasp them with one or two hands and explore them with their mouth. They are curious about how things work as the childminder demonstrates how to operate the pop-up toy. Toddlers enjoy the interaction from the childminder as she sits alongside them to play. The childminder develops their early mathematical awareness as she provides a variety of jigsaws that offer excellent levels of challenge to all age groups.

Toddlers and older, more able children delight in playing in the garden. They develop confidence in using wheeled toys and enjoy exploring the texture of the sand. Children's communication and language development is supported to an exceptionally high standard. The childminder models language superbly and constantly talks to children within care routines and as they play. She helps babies and toddlers with early simple sentence structure as she link words to actions, modelling self-talk, and encourages toddlers to repeat words and sounds. Babies babble and readily make their own sounds in response to the childminder's interaction. Toddlers experiment using sounds accompanied by gestures and single words, to communicate their needs and gain the childminder's attention. Children hear a wide range of vocabulary as the childminder introduces more complex sentences as she plays alongside them in the sand, creating a language rich environment.

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

The childminder has highly effective settling-in arrangements and is very loving and nurturing with the children. Consequently, children form extremely secure attachments with her and develop excellent levels of confidence and independence. The settling-in period is a very gradual process that usually takes place over a four week period, although this is very flexible to meet each child's individual needs. This enables children to become familiar with a new environment and feel safe and secure within it. As soon as children attend they each have an individually labelled coat peg and box for their own things, which helps them develop an extremely strong sense of belonging and feel valued. There is superb consultation with parents, as they are encouraged to share comprehensive information about their child on enrolment. As a result, the childminder has a thorough knowledge of each child and their family. For example, they are asked for very precise and personal details about children's care routines at home, how they may indicate their needs, how they like to be settled, what they need support with and how they like to be treated when they first awake from a nap. Consequently, care routines, particularly important for children under two years, are superbly organised, recognisable and highly consistent with home routines. As a result, babies and toddlers are helped to predict and make connections in their learning as they recognise what is going to happen, and when. This, without question, fosters their emotional well-being even further. Daily diaries and nappy and bottle feeding charts, are very effective in keeping parents informed about care routines and in reinforcing consistent care. The childminder is exceptionally successful at fostering children's ongoing sense of security as they begin to attend other settings. For example, she devises transition booklets, supports visits, sends development summaries and provides transition tips for parents.

The designated play room is highly stimulating, resourced with an extensive range of toys and exceptionally welcoming. It undoubtedly facilitates children's learning as they move around freely and make choices about their own play. There are labelled child-accessible storage units and a separate area has been created for non-mobile babies to have their own secure space should they need this. Although, there is scope to enhance the range of resources which reflect a variety of textures, sizes and shapes, in order to further excite babies and encourage their spontaneous exploration and investigation. The environment is wonderfully enhanced with photographs of the children on an 'All about me' display board,

a cosy book area, bright mats, posters and positive images of diversity. All age groups show exceptional levels of independence and are superbly encouraged to manage self-care skills, from a very early age. For example, toddlers happily free-flow between the play room and lounge where further toys are set out, competently selecting and moving resources between rooms. On request, they readily find the tissue box for a tissue, help to unzip their coat after playing outside and feed themselves yoghurt, showing precise hand and eye coordination. They are superbly encouraged to learn new, more challenging self-care skills, such as holding a plastic beaker. Babies competently grasp the small pieces of grapes, readily bringing these to their mouth. Older, more able children independently wash their hands and enjoy making their sandwich for lunch. As a result of children being highly occupied and the childminder's extremely positive approach, children's behaviour is excellent. There is the odd occasion when boundaries need to be reinforced with older, more able children who are very new to the setting and developing familiarity with the childminder's routines. However, the childminder does so very calmly, skilfully and sensitively, offering explanations to support children's understanding of why rules and boundaries exist.

The childminder is extremely successful at supporting children's growing understanding of how to keep themselves safe and healthy. She effectively devises meals on a weekly planner, which older, more able children contribute ideas to. The childminder ensures that children make very positive choices about what they eat from an early age, introducing lots of fruit and vegetables, dairy products and freshly prepared and nutritious homemade tea-time meals. Children's understanding is reinforced further, for example, through the use of healthy eating posters, simple computer games and by the childminder reminding them to have a drink. Children have excellent access to daily outdoor play, which positively benefits their physical and emotional well-being and enhances their first-hand learning opportunities and understanding of the world. For example, they visit farms, toddler groups and the library, attend arts and craft sessions, explore sensory rooms and take part in bug-finding expeditions in the garden. As older, more able children help to prepare their lunch, they are shown how to use the knife, although not sharp, carefully as they butter bread. They learn about why they wear high visibility jackets on outings and other aspects of safety through topics. The childminder effectively encourages toddlers to manage risks and challenges relative to their age as they negotiate the small trampoline in the garden. Older, more able children use larger, more challenging apparatus as they visit the park. This helps them to learn about risk-taking as they move their bodies in different ways and find out the effects of exercise on their body.

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

The childminder is extremely motivated and has exceptionally high aspirations for herself and the children in her care. This unquestionably contributes to the first-class standards in her practice and her pursuit of excellence in all that she does and provides for the children. She has extensive and meticulous record-keeping systems and written policies and procedures which are undoubtedly implemented to a high standard. This demonstrates her comprehensive understanding of her responsibility to ensure that her provision meets the safeguarding and welfare and the learning and development

requirements of the Early Years Foundation Stage. Consequently, a superb regard is given to promoting children's well-being and ensuring they take part in a highly-enjoyable early years experience. Meticulous risk assessments are in place and include daily checklists. These ensure that excellent steps are taken to ensure children's safety outside the home and that a healthy, safe and secure indoor environment is maintained. Consequently, even the youngest children can move around with ease and explore freely. Wide-ranging safety equipment is in place to support safe practices and the childminder is extremely vigilant in her supervision of the children, to minimise accidents. The childminder has an excellent knowledge of child protection issues as a result of a strong emphasis on safeguarding training. She has stringent procedures in place for passing on concerns promptly, to keep children safe. Safety arrangements are superbly reinforced through the completion of regular safety and safeguarding audits and access to accident prevention websites.

The childminder demonstrates an excellent commitment to maintaining the highest level of achievement for all children, having made extensive progress since her last inspection. This is as a result of her highly successful and well-documented ongoing assessment of her provision, which includes environment audits and advice from early years advisors. Precise and highly targeted improvement plans are then informed by this. These reflect in detail what action needs to be taken, how areas of development have been achieved and relevant comments. There are key plans identified for the future, such as the development of the garden to include more open-ended resources and sensory and planting and growing areas. In addition, the childminder wishes to become accredited to provide funded nursery education. This means she strives to continually build on her already superb care and education of the children. The childminder has an outstanding commitment to her professional development, in order to ensure she is constantly improving her already first class knowledge and practice and keeping up-to-date with changes. For example, she has completed a childcare qualification at level 3 and accesses local authority courses. The childminder evaluates training closely to ensure that her extended knowledge of early years helps inform, and has a positive impact on, her practice, which it undoubtedly does.

The childminder establishes outstanding partnership working with parents because she fully recognises that this is crucial in enabling children to make optimum progress and reach their full potential. Consequently, children's individual needs are undoubtedly met through trusting and respectful relationships being fostered. Parents receive high quality information about the childminding service. For example, a comprehensive parent information file is shared with new parents as well as them being given a compact disc containing policies and procedures. There is a wide array of notices displayed on notice boards in the play room and face-to-face exchanges, a daily diary and newsletters ensure highly effective ongoing communication. The childminder actively seeks parent's views, in order to help her inform her service. They are encouraged to do so at any time and more formally through yearly questionnaires. Pre-inspection comments from parents are extremely complimentary about the service. The childminder has excellent arrangements for ensuring a shared and consistent approach to children's care and education with other providers. For example, alongside sharing development summaries, a daily link book, which explains to parents the purpose of the book and the importance of shared care, is shared. It effectively enables everyone involved with a child to contribute observations, identified next steps and interests. Consequently, children's learning is complemented

exceptionally well where they move between different settings. The childminder is fully aware of the requirement to work closely with other professionals where children have special educational needs and/or disabilities, should she need to do so.

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	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

Unique reference number	EY397715
Local authority	Kirklees
Inspection number	879308
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/01/2010
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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