

Inspection date

07/02/2014

Previous inspection date

11/03/2009

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

- The childminder has excellent relationships with children and she ensures key persons work very closely with children and their families. This means everyone is sensitive to children's individual needs and these strong attachments contribute to children feeling safe and emotionally secure in their care.
- Observation and assessment arrangements are robust, accurate, precise and include everyone involved in children's learning. Therefore, the childminder knows children well and this means she plans a wide range of stimulating activities to support individual children in making rapid progress in their learning.
- The children are developing an excellent understanding of how to manage risks and to keep themselves safe and healthy. For example, police visits to the home and outings to the fire station help children learn about danger and safety.
- The children are very happy and well behaved. They are highly motivated and enthusiastic learners because the planning of the stimulating activities stem from their interests and learning styles.
- Excellent communication with parents ensures the childminder works effectively with them to meet children's needs and to ensure continuity in their learning.
- There are effective well-established programmes of professional development, robust self-evaluation arrangements and performance management procedures for assistants in place. This safeguards children and ensures everyone has a strong commitment to promoting and sustaining the highest levels of achievements for all children.

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 toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the childminder and assistants at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents, self-evaluation, children's records and a selection of policies and procedures.
- The inspector checked evidence of qualifications of the childminder, and suitability of the childminder, household members and all adults working with the children.
- The inspector took account of the views of parents through information provided on parental questionnaires and discussions.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 years and three years, in Grange Moor, Wakefield. The whole of the ground floor, converted garage and garden are used for childminding. The family has a rabbit as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, parks and other places of interest with children on a regular basis. She takes and collects children from local schools, nursery and pre-schools. The childminder works with another childminder and assistants from her home.

There are currently 17 children on roll, of these, 11 are within the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except family holidays and bank holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enrich the already exceptional educational programmes by providing additional resources and activities to support children's rich and vivid imagination when engaging in role-play activities in the playhouse outdoors.

Inspection judgements

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

The childminder has an excellent understanding of how young children learn and develop. She is proactive in sustaining a first rate understanding of early years practice through training and research. For example, through researching 'schemas', she enhances her understanding of how children play, their activities and behaviours and this supports her in planning for their individual learning. This means she provides a broad range of stimulating activities and resources across all areas of learning to support all children. Children have excellent opportunities to make safe and independent choices in their play, both indoors and outdoors. Therefore, they confidently initiate their own play and engage in activities they enjoy. In addition, the childminder ensures children are central to the planning of activities. For example, she follows their lead in play, re-shapes activities to build on their choices and plans for their personal development around their interests and learning styles. This excellent approach to teaching results in children being highly motivated and enthusiastic learners. For example, she recognises some children love playing with the transport and lining up their vehicles. Therefore, she builds on this keen

interest to support children to explore new ideas and to support their learning in areas they are not as eager to embrace. For instance, she plans activities so that children can use the cars to make marks in the paint to engage and excite them in engaging in early literacy activities. In addition, through her effective observation, planning and assessment arrangements she has an excellent understanding of individual children's needs and progress. She plans a personalised learning programme for all children, based on precise, robust and accurate observation and assessments. These assessments include regular feedback from everyone involved in children's learning, such as parents. This means she has an excellent understanding of children's likes, abilities and learning needs and what she needs to do to support their future learning. This effective teaching, consistent and thorough approach to observation, means she supports children in making rapid progress in their learning. Therefore, ensuring children have the skills they need in readiness for school and their future learning. For example, she provides a wide range of activities to promote children's mathematical development. For example, through playing in the sand and water, young children learn about measure, weight and volume. Children have free access to drawing materials and they enjoy making lists, such as writing out menus for the role play area. Children from an early age show a keen interest in books and they thoroughly enjoy listening to stories and using props and puppets when making up their own stories. These activities effectively promote children's literacy development and this prepares them extremely well for the transition to school.

The childminder is very enthusiastic, motivated and highly engaged in children's play. This extremely positive engagement and interactions in children's play, fosters excellent relationships with children. In addition, it means the childminder is proactive in supporting children's development in communication and language. For example, when playing with younger children, she provides a running commentary so that children hear language in everyday situations, which encourages them to repeat words. In addition, when playing with the older children she asks a wide range of open-ended questions to encourage them to think for themselves and to engage them in everyday conversations. Through fun and a broad range of stimulating activities, the childminder effectively promotes children's development across all areas of learning. For example, children access a wide range of resources that help them learn about simple technology and how things work. For example, young children are eager to play with the torches and they show great curiosity in the baby play gym, switching on and pressing the different buttons to make things work. The childminder successfully plans a wide variety of activities to support children in learning about diversity, difference and about the community in which they live. For example, on outings children enjoy taking pictures of the different people who live and work in their community. They use these pictures to create displays so that they can discuss all the different people they meet, such as, local shopkeepers, police officers, postal workers and teachers. These opportunities support children in developing positive attitudes towards all people and provides them with an extremely good understanding of their place within their community. This effectively supports their development in understanding the world. The childminder fosters children's development in expressive arts and design very well. Overall, she provides a wide range of experiences for children to engage in role play and these reflect children's interests and likes. For example, the introduction of a road track in the outdoor area with road markings and crossings enriches children's experiences who have a keen interest in transport. The garden and converted garage have recently undergone a major refurbishment to promote children's learning

outdoors. As a result, the childminder is still enhancing the resources in the area, especially around role play in the playhouse to enrich and foster children's rich and vivid imaginations. Children engage in a wide variety of art and craft activities, which enables them to freely express their imagination and creativity at all times.

The relationships with parents are excellent. The childminder works extremely well with them to ensure she successfully meets children's individual needs and learning. Through discussions, diaries, children's progress records and personalised learning plans, the childminder shares a wide range of information about children's care and development. Through effective communication, such as discussions and parents making comments in their child's diary and learning records, the childminder has a secure understanding of children's learning at home. This means planning for children's exceptional progress, readiness for school and individual needs is highly effective because of the extremely good working relationships with parents.

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

The children are extremely happy and they feel safe and secure in the childminder's care. This is because the childminder and other key persons involved in children's care form very strong bonds and secure attachments with them. This fosters excellent relationships between the childminder and children. For example, during settling-in visits, she observes children to see which adult they feel more comfortable with, therefore, letting children decide on their own key person. In addition, during these initial visits, she gathers detailed information from parents about children's needs and starting points. For example, registration forms, an 'All about me' booklet and discussions with parents ensure the childminder and key persons know the children and their families extremely well. Therefore, children receive continuity in their care. All children spend time with their key person, who is attentive and sensitive to their individual needs. For example, key persons change children's nappies and settle them to sleep, therefore, children have the emotional security that familiar adults are close by to meet their needs. This effective communication with parents and key person arrangements, successfully promote a smooth transition from home for children. In addition, through her meticulous planning, the childminder supports children to positively embrace other transitions they encounter, such as starting school. This is because she promotes children's confidence, self-esteem and independence skills in everything that she plans. These effective transitions, secure bonds and excellent relationships with children, means that the childminder promotes extremely well children's personal, social and emotional development.

The childminder use of praise is excellent and because of this, children have high self-esteem and confidence in their own abilities. For example, she positively talks to children about their successes, such as how well they are doing when hunting for bugs in the garden. The childminder provides consistent routines and boundaries so that children effectively learn about right and wrong. For example, during play, she talks to them about the importance of sharing the toys with their friends. These clear boundaries result in young children behaving very well for their ages and stages of development. In addition, through visits to various groups, children have excellent opportunities to mix socially with other children. This successfully supports children in developing harmonious relationships

with their peers. The childminder perceptively listens to and observes children and she values their contributions. Therefore, she incorporates their interest, ideas and choices into the planning of the day extremely well. This provides children with a sense of belonging.

The childminder promotes children's understanding of health and the importance of leading a healthy lifestyle extremely well. The childminder provides a healthy and nutritious diet for children and through pictures of different food options; she involves children in planning the menu. This provides excellent opportunities for children to discuss the importance of making healthy and balanced meal choices. In addition, through planting and growing foods in the garden, stories, games and baking activities, children engage in a wide range of activities about making healthy choices. Through consistent routines, children's understanding of effective health and hygiene practices is excellent. This is because they routinely engage in activities, such as hand washing and brushing teeth, from a very early age, which means they know about germs and illness. For example, after nappy changes, young children wash their hands. The children also have excellent opportunities to engage in outdoor play. They go on regular outings and visits in the local community and they thoroughly enjoy playing in the newly refurbished garden. These activities mean that children enjoy the benefits of playing in the fresh air and because they are active, they make exceptional progress in the physical development. For example, children thoroughly enjoy riding and negotiating their bikes around the road track in the garden. The children are developing a very good understanding of risk, self-control and safety. This is because the childminder involves children in a wide range of activities that help them to learn about safety. For example, children visit the local fire station so that they learn about fire safety. In addition, the childminder organises for the police to visit her home so that they can talk to children about road safety, stranger danger and so that children meet people who can help them. She provides a very safe learning environment, which helps children to manage their own risks, while challenging their learning. For example, she provides the space and freedom for babies to explore safely their environment as they learn new skills, such as walking and crawling. However, she ensures she is close by so that she can offer children any reassurance they need.

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

The childminder has an excellent understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Her high regard to safeguarding children means that she provides a safe and clean learning environment for children to play. The childminder has an excellent understanding of child protection issues. She frequently accesses training to ensure she maintains a secure and up-to-date understanding of the procedures for reporting and monitoring concerns. In addition, on a weekly basis, she discusses safeguarding issues with all key persons who work with children, such as recognising signs of abuse and neglect. She has comprehensive safeguarding policies and information from her local authority to ensure everyone working with the children understands their roles and responsibilities. In addition, the childminder carries out regular risk assessments and daily safety checks to ensure robust procedures and precautions are in place to keep children

safe. She maintains a comprehensive range of written policies and procedures so that she effectively meets all welfare requirements. These policies include how she effectively manages children's behaviour, the safe use of mobile phones and cameras and the administering of medication. She makes her assistants aware of all her policies and procedures through a detailed induction. In addition, robust recruitment and vetting procedures, including suitability checks on all persons working with children, means she takes all steps to ensure she keeps children safe and protected from harm.

Self-evaluation, reflective practice and monitoring of children's progress and provision are rigorous. Therefore, the childminder successfully and consistently identifies areas to sustain and promote high levels of achievements for all children. For instance, through monitoring children's progress she ensures she provides exceptional learning experiences across all areas of learning. For example, following recent research into 'schemas', she observe how children play, their behaviour and learning styles to ensure her planning is targeted and precise to support individual children's needs. The childminder has successfully addressed the recommendations from the last inspection. For example, through routine reviews of all her documentation, she ensures all paperwork is in place to support meeting children's needs. In addition, through purchasing a wide range of resources and planning extensive activities, she successfully supports children in learning about diversity and difference. The childminder's enthusiasm and dedication to her work with the children is inspirational. She demonstrates this through her strong commitment to promoting a well-established programme of professional development for herself and her assistants. For example, through completing a recognised early years qualification at level 3 and accessing a wide variety of other training courses, she promotes her personal effectiveness. In addition, through regular appraisals, discussions and meetings, she effectively supports the development of her assistants. Through regular parental questionnaires, observations and discussions with children, the childminder effectively involves others in her self-evaluation. As a result of this, she recently refurbished her garden following feedback from parents and she converted her garage to provide a space for older children to relax after their school day. In addition, detailed action plans and wish lists ensure the childminder remains focused and targeted in sustaining the improvements she identifies.

The childminder has excellent relationships with parents. By working effectively together, they consistently share information about children's needs, progress and learning. This highly effective communication contributes to meeting children's individual needs and successfully promotes continuity when planning for their learning. Comments from parents are extremely positive about the care children receive. They say the childminder provides a safe and clean learning environment for children to learn. They express how well their children are progressing and that the childminder keeps them well informed about their child's day and learning. For example, they say the information they receive in children's progress records, newsletters and routine information is very informative. The childminder ensures she meets children's needs exceptionally well through highly effective partnership working with other settings involved in children's care, such as nursery. For example, the childminder finds out what children are doing in other settings and what their goals and targets are. For example, she uses a 'transition book' to share her planning, observations and children's learning needs. In addition, she incorporates into her planning things that children are learning about in school, such as activities about the solar system. Therefore,

complementing and promoting continuity for children. The childminder fully understands the importance of working in partnership with external agencies, such as health professionals, so that appropriate measures are in place if children need additional support or early intervention from other services to meet their needs.

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	EY378961
Local authority	Kirklees
Inspection number	821490
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	16
Number of children on roll	17
Name of provider	
Date of previous inspection	11/03/2009
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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