

Inspection date	10/12/2013
Previous inspection date	24/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
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

- Teaching is effective because the childminder provides a very stimulating environment with child-accessible resources that promote learning and challenge children both indoors and out.
- The childminder uses daily routines and activities effectively to promote children's mathematical development.
- Children develop a strong sense of belonging, building positive relationships with the childminder and other children. As a result, children are settled, secure, happy and motivated to explore and play.
- The childminder has a strong understanding of her responsibility to safeguard children in her care. She uses clear policies and her own good practice to promote children's safety and well-being effectively.

It is not yet outstanding because

- Although the childminder supports children's communication and language skills well, she occasionally does not give children enough time to think and respond to her questions before giving them the answers.

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 children's learning activities and spoke with the childminder and the children throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector sampled a range of documentation and children's development records.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Batley, West Yorkshire. Areas of the home used for childminding include the kitchen/dining area, play den on the ground floor and a bedroom and bathroom on the first floor. The rear garden is used for outdoor play.

The childminder attends toddler groups each week. She visits the shops and park on a regular basis. She collects children from the local school. There are currently 10 children on roll, of whom 3 are in the early years age group and attend for a variety of sessions. The childminder operates all year round, except for family holidays. The family has two cats and a tortoise as pets. The childminder has a level 3 qualification in early years.

What the setting needs to do to improve further

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

- encourage children further to find ways of solving problems by giving them more time to think and talk through their ideas.

Inspection judgements

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

The childminder organises a broad range of experiences across the areas of learning that meet children's needs very well. She promotes children's learning and development well through effective teaching, therefore, children make good and consistent progress in all areas. The childminder plans and assesses children's learning accurately according to their individual needs. She prioritises children's next steps in learning and she helps them achieve successfully in activities that stem from their interests. As a result, children are motivated and maintain attention well in their play. Parents actively contribute information about their child's progress and learning at home. The childminder provides parents with a summary of their child's progress regularly and the required progress check at age two is completed. This successfully keeps parents informed and involved to further promote their child's development. The childminder gathers information from parents about what children already know and can do on entry into the setting.

The childminder interacts well with the children to progress their communication and language skills. She asks them open questions to help them think and recall past experiences. However, occasionally she does not give children enough time to talk and think before rushing ahead with answers, which prevents the critical thinking process. She

consistently talks with the children about their activities and this particularly helps toddlers link words to actions. She reacts well to toddlers utterances and attempts at words and reiterates what they are trying to communicate. As she reads books with the children she uses good intonation in her voice to engage them. She asks them questions to help them learn to predict outcomes, such as 'What do you think the dog is going to do now?' Children respond creatively with their ideas. Children's vocabulary is enhanced well. Children can name the various dinosaurs on the jigsaw puzzles and they are beginning to identify shapes. The childminder talks with the children about their emotions when they use the large cloth face to stick on different eyes and facial features to represent feelings. They talk about how they feel when they are tired and use the 'sleepy eyes' to represent this. The childminder encourages children to be independent within the setting and praises a child for putting on their own coat, hat and shoes. Children are supported very well to share and take turns. For example, as they play with the dressing up clothes an older two-year-old is praised for sharing a hat with a toddler and they all giggle as they look in the mirror at themselves. There are many resources available that help children understand about people's differences and similarities. For example, children dress up in clothes from around the world, they play with multicultural dolls and there is writing on the play den walls in different languages to help everyone feel valued and welcome.

The childminder supports children's mathematical development well. For example, as children play with open ended resources, such as the various sized wooden logs, she introduces language of size. Children talk about the little and big logs and they problem solve as they decide which ones are the best to use to build and balance a tower. The childminder and children work together in sustained shared thinking and the childminder talks with them about weight, introducing concepts, such as 'too heavy'. They all laugh when the tower falls down but the children show motivation when they begin to repeat the process again, learning from their mistakes. Consequently, children are building very good skills for their future development in readiness for school.

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

Children are very comfortable and happy in the homely environment. There is ample space for them to explore, including a dedicated play den. There is an abundant range of toys and resources, which are accessible and appropriately labelled to help children make decisions for themselves. Positive relationships with the childminder and a stimulating environment effectively support children's emotional well-being. There are also photographs of the children displayed in the dining area to help children feel welcome and valued. The childminder gradually settles new children into her home and uses this time to get to know the child and parents. When children move onto other early years provision the childminder helps prepare them for their next steps in life by talking with them about their move using books and settling-in visits. Transition forms also are used so that the pre-school are fully aware of children's needs and can provide continuity of care.

Children are well-behaved because the childminder teaches them about behavioural expectations and makes sure that they are familiar with routines, hence children build a sense of security. The childminder uses suitable strategies to reinforce positive behaviour,

such as explanations, praise and encouragement. They also learn that they need to pick up toys so they do not fall over and hurt themselves. On outings they learn how to use slides and climbing equipment safely, consequently, children learn to take risks but to also keep safe.

The childminder teaches children about healthy lifestyles. She provides a healthy snack of fresh fruit. All children sit together where they learn good social skills. The childminder also shares information with parents on providing healthy lunchboxes. She provides numerous opportunities for children to be outside and be active, consequently, they develop their physical skills in the fresh air. Children grow fruits and vegetables in the garden and are encouraged to taste them once picked. The childminder teaches children about hand cleanliness, for example, children confidently say that they wash their hands because they are dirty and the childminder reinforces this by saying 'We wash them to get rid of the germs'. Nappy changing procedures are good and hygienic. The childminder takes into consideration children's individual needs and privacy is considered at all times.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder has recently updated her training in this area to ensure children are protected. The childminder completes daily safety checks of her home, she also has written risk assessments of her provision indoors and out. All outings are risk assessed for children's safety, consequently, risks to children are minimised. Adult to child ratios are maintained at all times and the supervision of children is good. Children are never left alone with unvetted adults. There are comprehensive policies and procedures available that effectively underpin the provision and cover all aspects of the setting, including the use of mobile phones. These are shared with parents so that parents and the childminder are aware of their responsibilities.

The childminder demonstrates a good commitment to further improve the quality of children's care and learning. She evaluates her provision and identifies areas for improvement. She keeps up-to-date with training and has recently attended safeguarding and behaviour management training to refresh her skills. She has addressed the recommendations raised at her previous inspection and works well with the local authority's development team to enhance the service she offers to parents and children. Parents and children are involved in her monitoring and evaluation process. For example, she obtains parents' views about her service through discussions and questionnaires. Children's views are taken into consideration and form part of the planning of the activities and snacks. The childminder has good knowledge of the learning and development requirements of the Early Years Foundation Stage. There are consistent systems in place to monitor the educational programmes offered to the children. Children are tracked through the Early Years Foundation Stage so that she can highlight any gaps in their

learning and consequently, provide activities that ensure children make the best progress that they can.

Partnerships with parents and other professionals involved in children's care and learning are strong. Parents receive good information about the setting through the policies and procedures, noticeboard, regular chats and information is displayed for them about the Early Years Foundation Stage. This promotes continuity of care and learning. The childminder shares information with others, such as the local pre-school that children attend, with parents' permission. This enables all carers to work together to help children make good progress.

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

Unique reference number	310907
Local authority	Kirklees
Inspection number	946302
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	24/11/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

