

<b>Inspection date</b>	05/03/2014
Previous inspection date	17/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Met
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**

- Children are provided with a warm, friendly and stimulating learning environment in which they are content, willing and stimulated to learn. They benefit from a broad range of good quality resources that effectively support their learning and development.
- Children enjoy warm, caring relationships with the childminder who effectively supports their personal, social and emotional development.
- Children enjoy lots of fresh air and exercise and benefit enormously from using the local community woods walking to and from school, which promotes aspects of physical play.
- The childminder has established links with the local school to ensure continuity of care and learning for all children.

### **It is not yet outstanding because**

- Children have not had opportunities to experience planting and growing flowers or vegetables, as a result children's understanding of how to care for nature, plants or living things is not fully developed.
- There is nowhere to display children's work or achievements for parents and children to see, as a result creations are left on the shelf or forgotten about in children's files.

## 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 playrooms and the outdoor area.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the child present.
- The inspector sampled a selection of relevant documentation.
- The inspector took account of the views of parents and carers from written references.
- The inspector spoke to the children during free play.
- The inspector accompanied the childminder to collect children from the local school.
- The inspector walked through the woods with the children and childminder.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in Hepworth, Holmfirth. The family has a dog. The childminder collects children from the local school. There are currently 11 children on roll, of these, one is in the early years age group and attends for a variety of sessions. The childminder operates during school term-time only, from 7.30am to 9am then 3.15pm to 6pm, Monday to Thursday.

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

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

- celebrate children's own designs, constructions and achievements by displaying their work for parents and children to see
- enhance children's understanding of how to care for nature and living things. For example, provide children with opportunities to explore planting and growing activities.

### Inspection judgements

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

The childminder has a good knowledge and understanding of the seven areas of learning and fully supports children's development. Planning is well thought out and meets children's individual needs well. Individual learning files are in place for all children and these include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder works carefully with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up to date with their child's progress. This, along with the childminder's positive engagement and interaction with children, helps to combine their learning, particularly in the prime areas of development. This shows the quality of teaching is good. Assessment is used effectively to plan for children's next steps in learning and as a result, the childminder includes suitable activities, experiences and challenges for the children.

The childminder provides a stimulating learning environment indoors, covering all areas of learning. She displays resources well so that they are accessible for all children to make their own choices. Children take pleasure in spending time with the childminder as they

participate in a variety of appealing activities. The activities are planned in advance. However, this is very flexible to allow children to do what they want. All activities effectively reflect children's individual interests. This helps children to develop the characteristics of effective learning. For example, children are provided with interesting toys and equipment that foster their curiosity and imagination. As a result, children are keen to find out how things work and talk enthusiastically about their discoveries as they construct with the junk modelling and the construction bricks. The childminder congratulates children on their models and creations, however, there is nowhere to display children's work or achievements for parents and children to see. As a result, children's creations are left on the shelf or forgotten about in their file. The childminder communicates well with children; she skilfully asks them questions which help them to think and find out things for themselves, such as 'which one could it be?' and 'what do you think?'. This promotes children's thinking and problem-solving skills and gives them confidence to speak about and develop their own ideas in play. Children extend their creative and thinking skills on a daily basis where interactions challenge the children effectively. The childminder communicates with children constantly, speaking about what they are doing and talking sensitively to them as a matter of routine. She encourages children to expand their vocabulary through questioning and explanation as they gain confidence in constructing sentences. This helps children to develop the key skills needed for their next stage in learning. Children's personal, social and emotional development is supported well.

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, Christmas and the Chinese New Year. Children explore a wide variety of creative activities using an assortment of media. The childminder fully understands the importance of supporting young children to develop their skills in using technology.

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

Children enjoy a warm and secure relationship with the childminder in her homely setting; she takes time to get to know all the children very well. Children are calm and relaxed within the home and are fully at ease, which means the 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 an inclusive 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 successfully to make sure children are happy and have plenty of attention to make them feel special. The relationships between the childminder, the children and their parents are effective in ensuring quality care for all children. Children feel secure and thrive in the care of the childminder because they form very secure emotional attachments. Everyone smiles and laughs together. 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 very much enthused, interested learners who participate eagerly in 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 growing independence in making decisions about their own play and learning.

Children are polite, well mannered and control their own behaviour well because the behavioural rules are embedded. Reminders and positive reinforcement means children receive consistent messages. Children build good relationships with their friends. They work together very well to create their play. The childminder is skilled in developing children's independence and learning during play and daily routines. The childminder talks about what they are doing so that children understand risks. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. For example, during walks through the woods, the childminder consistently speaks to children about the water and how close they can go near it. 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 consideration given to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious and healthy snacks, such as fruit. Children enjoy lots of fresh air and exercise and benefit enormously from using the local community woods walking to and from school, which further promotes aspects of their physical play. The children observe nature and animals within the woods daily and speak excitedly about the piglets growing. Children are motivated by the environment of the woods and they look at different trees and plants with interest. The childminder speaks to children regularly about the various types of plants and nature. However, within the childminder's home children have not experienced planting and growing their own flowers or vegetables. Children are well prepared for their next stage in learning and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, building friendships and their self-care.

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

The childminder is organised and completes all the necessary paperwork, such as children's information and a record of their attendance. Her policies and procedures are shared with parents so they are aware of her responsibilities. The childminder has a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in her care. She carries out thorough risk assessments of her home and takes appropriate steps to keep children safe.

The childminder monitors children's progress well and has a very good awareness of their abilities and skills. The well thought out planning helps her to ensure that she covers each area of learning with adult-led activities or plans for the availability of resources to support children's learning. The childminder is aware that children develop at their own rate. The childminder demonstrates a good understanding towards monitoring and evaluating her service. For example, she values the support and advice provided by local authority

coordinators and other childminders, ensuring she continues to provide a high standard of practice and a good quality service where children are safe and can learn effectively.

Partnerships with parents are well established, ensuring children's 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; they discuss children's progress when dropping off and collecting their children. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities; she has established links with local agencies and the local school 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**

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>	311016
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	817239
<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>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/11/2011
<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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