

Inspection date	06/02/2014
Previous inspection date	28/06/2013

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

- The childminder uses her knowledge, observations and assessment of individual children's development to plan a good range of activities that they enjoy and that help them to make good progress in their development.
- Relationships between the childminder and the children are extremely warm, trusting and very secure. This effectively supports their emotional well-being.
- The childminder evaluates her practice and accurately identifies her strengths and weaknesses. As a result, she has clear action plans in place for improving her practice.
- Children are safe and secure with the childminder as her arrangements for safeguarding children are robust.

It is not yet outstanding because

- Although, there are many resources and activities that promote children's understanding of diversity, there are fewer that positively represent disability.
- There is scope to increase children's independence skills further, especially at snack times, to promote confidence and self-esteem.

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 looked at 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 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 15 and 11 years in Kirkheaton, Huddersfield, West Yorkshire. The whole of the ground floor, the first floor bathroom and the garden are used for childminding. The family has a dog and cat.

The childminder occasionally works with an assistant. She attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools, nursery and pre-schools.

There are currently 16 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She supports children with special educational needs and/or disabilities. The childminder 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:

- extend the resources that provide positive images which challenge children's thinking and help them embrace diversity in society, in particular around disability
- strengthen children's independence skills by helping them to prepare their own snacks.

Inspection judgements

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

The childminder uses her knowledge of children's individual interests and their abilities to plan and provide a good range of varied and stimulating play experiences. She bases her initial assessments on children from the information she gains from parents during settling-in sessions and on entry to the setting. As a result, the childminder provides activities that interest children from the start. The childminder uses an electronic system for recording her observations of the children and planning their next steps in learning. This system helps her quickly identify gaps in children's learning. The childminder also completes children's progress check at age two. Parents are involved in this process and the checks highlight any additional support children may need. The childminder shares consistent, affectionate and supportive interaction with children. Her high level of

engagement in their play and quiet enthusiasm build children's confidence and encourage them to investigate and use their imagination as they play and learn. This results in children making good progress in their learning and development. The childminder's supportive teaching helps children to develop a range of skills they will use in the next stage of their learning, such as their move on to school. For example, children listen, respond to questions, engage in conversations, make decisions and concentrate during their play. Children with special educational needs and/or disabilities are supported extremely well. The childminder works with individual education plans to support and enhance development. She uses the sign language Makaton as an additional aid to support communication and language skills.

Children are provided with lots of opportunities to make decisions about their play and to become independent. However, on occasions children are not supported to use these skills during the preparation of their snack. Although they make choices about the fruit they would like to eat, they are not always supported to peel or cut the fruit. Children make suggestions about what activities they would like to do. The childminder promotes their confidence and self-esteem when she makes comments, such as 'That's a good idea'. The children decide that they would like to draw using the crayons and pencils. They decide where they would the table and chairs to go and move their furniture around, working cooperatively and using physical skills. The childminder spontaneously brings a mathematical concept into their play by asking 'Do you think we will have enough room there for the table?' and 'What do we need to do to make more room?'. The children quickly move the chairs to enable the table to fit into the space. The childminder supports the children to develop fine muscle movements as a building block for their emerging writing skills. She reminds them how to hold pencils correctly to enable them to have more control and they then draw squiggles and lines on their paper that they say represents their name. The environment is rich in words and print. The childminder displays word labels in the role play area that has become a doctor's surgery. This helps children develop an understanding that words have a meaning. Children also make marks in the role play area when they pretend to book appointments.

There are opportunities for children to use technology as they play. For example, a tablet computer is used to play games and learn about shapes. Children are learning to recognise shapes in their environment when they talk about the various shapes they use as they play with the dough. To enable children to use their senses as they play, the childminder makes dough that smells of different substances, such as chocolate. She constantly talks with the children, using a running commentary during their play to help develop language skills. She asks questions that enable children to think and talk about past events and experiences. For example, she encourages children to talk about what they do at the play gyms, and helps them expand on what they say by introducing more complex sentences. The environment is inclusive for children and has activities and resources that positively represent different cultures to help children value and respect the differences and similarities in people. However, there are fewer resources and displays that positively represent disability to further promote children's understanding.

Parents are involved with their children's learning from the start. They are able to discuss their children's progress at drop-off or pick-up times. Parents have regular access to their

children's development records and they are encouraged to add their own comments about children's progress to enhance continuity of care and maximise learning.

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

Children enjoy warm relationships with the childminder. They display a strong sense of belonging in her home, and consequently this effectively promotes their emotional well-being. Effective settling-in procedures are in place. This results in a smooth transition for children from their home to the childminder's care. In preparing children for the transition to school, the childminder ensures that children are confident in being around large groups of children by attending toddler group sessions. This helps children learn about the local community and promotes good social skills. The children also regularly attend the schools when they go and collect the older children. Consequently, they become familiar with the routine, the building and the teachers. Children behave well with the childminder and display delightful manners. She applies a calm approach in communicating with children and provides a positive environment of respect and value for all individuals. For example, she actively encourages turn taking, and consequently children play well together and share the resources. Children are given rewards for positive behaviour. For example, they put a 'jewel' in the 'jewel jar' for their achievements at home or while in the childminder's care. They also receive 'star awards', all of which boosts their self-esteem and confidence.

The childminder supports children's progress well because she provides a highly stimulating learning environment to cater for their all-round development and emotional well-being. A very good range of resources are available in the playroom or lounge and children make their own choices about what they want to play with from baskets, boxes and colourful storage units. This develops their independence and helps them lead their own play according to their current interests.

Children enjoy outdoor play and learning. They develop physical skills during a variety of activities, such as climbing on large play equipment in the local park or at the play gym. As a result, they learn how exercise contributes to keeping them healthy. The childminder promotes healthy eating with the children through cooking activities and everyday discussions. This means children are beginning to understand why a healthy diet is important to their overall well-being. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to wipe their faces and noses to get rid of germs. When the childminder asks, 'What happens if we get germs in our mouths?' A three-year-old confidently responds, 'Get a poorly tummy'. Children are taught to be independent in their self-care and this means they can attend to their own personal care needs when they move on to school. Children play safely and the childminder helps them learn to take risks safely as they climb slides or use scissors during their play. They also learn about the consequences of their actions. For example, when the childminder observes a child trying to sit on the toy cooker, she asks 'What will happen if we sit on the toys?' and the child is aware that they will hurt themselves. This demonstrates their growing understanding of how to stay safe.

The effectiveness of the leadership and management of the early years

provision

The childminder has a secure knowledge of both the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. These are effectively implemented and the childminder is clear about her role in keeping children safe. She is aware of the procedures to follow in the event of a concern about a child in her care. She is also secure in her understanding of what to do if an allegation is made against an adult in the home because her overall knowledge of safeguarding is secure. Therefore, children are protected well. The home, garden and outings are risk assessed to make sure they are safe and identify and prevent potential hazards. The childminder is fully aware of when to contact Ofsted, and does so as the need arises. All of the required documentation and parental consents are in place, maintained accurately and stored appropriately to ensure confidentiality. Written policies and procedures are shared with parents so that they understand the procedures that the childminder follows. Adults who work with the children are clear about their responsibilities. All adults in the home are checked to ensure that they are suitable to work with the children. An induction procedure is used to ensure that all adults are aware of the policies and procedures and their responsibilities. The training needs of the childminder and her assistant are regularly assessed to improve their practice. For example, the childminder has recently attended training in observation and assessment. She is currently completing an early years qualification at level 3 while her assistant is completing one at level 5.

The childminder self-evaluates her setting well to monitor the service she provides and to identify areas for future improvement. She demonstrates a positive attitude to continuous improvement, and seeks and receives input from parents and children through written questionnaires and discussions. The recommendations raised at the previous inspection have all been addressed. This has improved the learning outcomes for the children by involving parents more in children's development. The childminder effectively monitors the educational programmes for the children by tracking each child's development towards the early learning goals.

Partnerships with parents, agencies and other early years provision involved in the care and learning of the children are strong. Consequently, the needs, well-being and learning of the children are greatly enhanced. Parents receive good information about the provision and their children's learning, and there is lots of useful information displayed in the play areas and on the notice board. The childminder regularly attends multi-agency meetings to enable her to support children with special educational needs and/or disabilities. She regularly shares information about children's development with other early years providers that children attend to foster their learning and development.

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	EY422942
Local authority	Kirklees
Inspection number	951967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	16
Name of provider	
Date of previous inspection	28/06/2013
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

