

<b>Inspection date</b>	20/02/2014
Previous inspection date	29/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 good. The childminder has an in depth understanding of how children learn and develop. She works very closely with parents from the start to effectively assess children's starting points. As a result, children make good progress in their learning and development.
- The childminder provides a very good range of activities that stimulate and engage children in their play very well. Consequently, children are highly motivated to explore, learn and develop.
- The childminder is warm and kind in her approach, which helps children to feel secure and fosters their emotional and physical well-being.
- The childminder provides a safe and secure environment for children and understands her responsibilities to safeguard them.
- The childminder has strong partnerships with parents; information is shared and the two-way flow of communication has a positive impact on meeting children's needs.

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

- Not all opportunities to promote children's independence are fully exploited, particularly at meal and snack times.
- Opportunities to practice early writing skills and experience a print rich environment are not as well-promoted outdoors as they are inside.

## 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 watched children engaged in activities and observed the quality of the childminder's interactions with them.
- The inspector had discussions with the childminder, children and a parents at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, staff details and children's development records.

## Inspector

Helene Terry

## Full report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with two co-childminders and assistants. She lives with her husband, two adult children and her father in a detached house in Mirfield, West Yorkshire. The whole of the ground floor of the home is used for childminding, except for the family bathroom. Access to the provision is at the rear of the house. The garden is used for outdoor play. The family has two dogs.

The childminder visits the shops and park on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently 29 children on roll, of whom 23 are in the early years age group and attend for a variety of sessions. The childminder operates all year round, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-olds. The childminder holds an early years qualification at level 3 and 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:

- provide more opportunities for children to be independent, such as, pouring their own drinks and serving their own food
- strengthen the already good opportunities for children to develop their literacy skills by providing an outdoor play area that is rich in print and has more resources to enable children to practice their early writing skills.

## Inspection judgements

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

The childminder has a good understanding of how children learn and develop and she provides an exciting range of activities that challenge and interest them. The childminder works closely with the parents to share information about children's learning and establishes children's individual starting points. She effectively observes and assesses children as they play. As a result, the activities are sharply focused on children's next steps in their learning and they make good progress towards the early learning goals. Parents are supported to extend their children's learning at home effectively. The childminder allows them to borrow resources that their children show an interest in and they regularly discuss children's next steps in their learning. The children's progress check at age two is completed and parents are involved in this process. Consequently, children's care and

learning is supported well.

The childminder interacts well with the children and supports and challenges them appropriately. She constantly talks with the children and uses a running commentary about what she is doing to help young children link words to actions. For example, as she changes children's nappies she talks about the process to help children understand what is going to happen next. This promotes children's communication and language skills well. She involves children in making decisions, such as whether they would like to wear trainer pants or underpants as part of the toilet training procedures. The childminder asks open-ended questions and asks children to recall past events in their own words. This promotes children's critical thinking as well as their speaking skills. For example, before children go outdoors to play the childminder asks them to observe the weather. Then she asks about the clothes they think they should wear. Children make suggestions about wearing wet suits, wellingtons, and hats and coats. The childminder encourages children to take care of their own personal needs when they put on their own socks, boots and coats.

Children are provided with lots of opportunities to understand the world. They grow their own vegetables in the garden and help prepare and eat the produce. This helps children develop an understanding about growth, decay and changes over time. Children help make a hash for lunch as they chop the various vegetables. The childminders and their assistant talk with children about the different vegetables as they learn the names and talk about the colours and textures. Children examine leeks and talk about how they smell and comment on how it reminds them of an onion. Mathematical concepts are brought into the activity when the children are encouraged to cut the pieces into different sizes and words, such as, smaller and bigger are introduced. Children eat the hash that they help to prepare, and observe the changes that occur through cooking. Children have lots of opportunities to be creative and explore natural materials. They express their thoughts and ideas as they paint at the easels and explore volume and capacity as they play with the water and sand. The childminder reads books with the children and talks about what they see. Hence, children develop an interest in books. Consequently, children develop skills for their future development and readiness for school.

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

Children form a strong bond with the childminder and her assistant and share warm interactions with them. This supports their emotional and physical well-being and promotes their confidence and self-esteem as they feel valued. The childminder is kind and gentle in her approach; she supervises the children well and responds to their individual needs promptly. This helps children to feel safe and secure. There is an effective key person system in place that ensures that all children's needs are met well. Babies who feel insecure when a stranger is present receive cuddles and are sung to. This quickly soothes them. A gradual settling-in procedure is used for all new children and the childminder uses this time to get to know the parents and children well. This ensures a smooth transition from home. Children who move on to school are also supported well emotionally because the childminder helps prepare them through activities, books and visits to the new setting. All children's needs are effectively addressed. For example,

children with eczema have their cream applied and are massaged, in-line with medical requirements, at regular times of the day.

The environment is homely and stimulating. Photographs of the children and their artwork are displayed attractively. This helps children develop a sense of belonging. Children use a very good range of resources that are well-organised, to enable them to make independent choices. Children also help set tables at mealtimes and tidy away resources. This promotes independence skills to some extent. However, at mealtimes children are not always encouraged to pour their own drinks or serve their own food in order to develop their skills further. The childminder consistently praises the children for their good behaviour and achievements. This further boosts their confidence and promotes their self-esteem. She teaches the children how to keep themselves safe, through engaging them in conversation about road safety and practising the fire drill so that they know how to evacuate the premises quickly and safely. The childminder and staff remind children how to handle tools and knives safely as they play. They also learn how to take risks when they climb, slide and build using crates and wooden planks. As a result, children build their confidence well.

Children learn how to keep themselves healthy, as they have daily opportunities to benefit from fresh air and physical exercise outdoors. They play in the garden, go on local walks to the woods and use the equipment at the park to develop their physical skills. The childminder provides healthy, home-cooked, nutritious meals and snacks for the children, and drinks are readily available throughout the day. Children learn about food that is good for them through activities, displays and discussions. Children are beginning to manage their own self-care needs, as they understand the importance of washing their hands before eating food and after using the bathroom.

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

The inspection took place following a recent visit by Ofsted because the childminder had not informed them of changes that the regulator must be notified of. As a result, an initial warning letter was issued. The childminder has provided all the information that Ofsted require and there was no deliberate intention to avoid compliance of the safeguarding and welfare requirements of the Early Years Foundation Stage. This had minimal impact on the children's safety and well-being. The childminder has a good knowledge and understanding of the learning and development, and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Keeping children safe is given the highest priority, and the childminder has completed risk assessments on her home, garden, and for any outings that she takes with the children to help her identify any risks. Alongside her co-childminders and assistant she supervises the children closely at all times. The childminder has a good understanding of child protection issues and is aware of the reporting procedure to follow in the event of a concern. This helps to ensure that children remain safe and that they feel secure in the childminder's care. All adults working with the children are checked to ensure that they are suitable to do so. Thorough induction procedures, regular supervision and appraisals support and

promote the professional development of all those working in the setting. Under performance is quickly identified and any issues that arise are effectively addressed. Staff have good access to training, through the local authority to support their ongoing personal development, which in turn benefits the children. The childminder and her assistant have recently attended training on the development of children's speech and language. They have put their training into practice and feel that this is having an impact on children communication and language skills. The childminder has good procedures in place to ensure that the deployment of staff, including adult to child ratios, meet the needs of the children attending.

The childminder reflects on her practice through a variety of means including the Ofsted self-evaluation document. She accurately identifies her strengths and any areas in which she can further develop her good practice. The recommendation raised at the last inspection has been addressed. Parents and children are fully involved in the evaluation and monitoring processes through questionnaires, discussion and her observations of the children. Owing to parents' requests, a daily diary book is now used and the menu is displayed on the blackboard for parents to see. The childminder effectively oversees the educational programmes for the children to ensure that progress is tracked and activities match the needs of the children. This helps children make good progress in their learning. Consequently, the childminder shows a good capacity to maintain continuous improvement.

Strong partnerships with parents and external agencies consistently contribute to meeting children's needs. Parents are well-informed about all aspects of their children's care and learning. Parents receive ongoing information through frequent discussions, daily diaries, and a wealth of information is displayed for them in the entrance area. This effectively promotes continuity of care. Parents say that their children love going to the childminder's and that their child 'has blossomed since starting'. They make comments such as, 'All round excellence, I walk away knowing my children are well cared for, educated and most importantly have fun'. The childminder initiates effective partnerships with other agencies involved in the care of children. For example, she works with the local authority's inclusion team as the need arises. She also shares information with the other early years provision that children attend. This effectively promotes children's care and learning.

### **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>	EY417515
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	954343
<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>	12
<b>Number of children on roll</b>	29
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/06/2011
<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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