

**Inspection date**

Previous inspection date

28/04/2014

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 ensures that through skilful teaching she stimulates the children's interests and challenges their learning. Opportunities for learning are created in all aspects of the provision.
- Children are encouraged to learn independently and build on their previous knowledge. They are keen learners who demonstrate the characteristics of effective learning.
- The childminder works closely with parents to support children's ongoing progress.
- Children are safe and protected because the childminder has an effective understanding of how to safeguard them.

**It is not yet outstanding because**

- There is scope to further develop the use of the outdoor area to extend children's mathematical skills and number recognition.

## 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 made observations of the children while they were engaged in activities indoors and in the outdoor area.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder and all persons living on the premises.

## Inspector

Sian Campbell

## Full report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 19 years and 13 years in Brighouse West Yorkshire. The whole of the ground floor of the house and garden area are used for childminding. The family has three pet cats. The childminder attends toddler groups, play gyms and activities at the two local children centres. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently 12 children on roll, seven of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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

- make the best possible use of outdoors by developing further the resources available to children when outside to enhance their recognition of number and mathematical 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 the children's individual learning needs. As a consequence, differing age groups and abilities of children receive good support to help them make progress towards the early learning goals. All children are developing comfortably within the typical range of development expected for their age, according to their starting points and ongoing assessment in learning journals. The quality of teaching is good. The childminder ensures that the children receive a balanced and broad range of activities that present challenges for them. For example, she plans a role play activity in the outdoor area using real vegetables for the children to explore. Children are motivated as they investigate the textures of the vegetables and discuss the process of peeling and chopping onions to make soup. The childminder enthusiastically engages the children as they role play the parts of a chef and a waitress. She skilfully encourages the children to name other vegetables and uses open ended questioning to challenge their thinking about creating exciting menus. This helps them to use new vocabulary associated with their play. She recalls previous learning experiences to add meaning for the children.

Consistent communication and close interaction from the childminder during all of the activities, support children's language development successfully. The childminder asks questions, maintains good eye contact with the children and uses repetition to aid children's understanding during activities. The childminder supports children to develop

their physical skills by instructing them on how to climb on and off bikes and scooters. She uses the opportunity effectively to introduce mathematical language to support their understanding of direction as they travel around the outdoor area. She supports children to count to five and models the counting to ten when they instigate a race. However, there is scope to help children to extend counting skills and use numerals and therefore, further develop their early mathematical skills. For example, by extending the number labels within the outside play area. The layout of the home is stimulating to engage children's learning. For example, children's early literacy skills are effectively supported because the home has a wide selection of books and resources for singing favourite nursery rhymes and songs. The children enjoy retelling favourite stories using the childminder's portable media player and she skilfully supports them to use the equipment to replay the recordings they have made. Children receive good encouragement from the childminder as they improve their small physical skills. For example, they develop their grip using paint dabbers and practice large and small movements to create colourful pictures. Children have many opportunities to develop their large physical skills as they go for walks and use climbing equipment at a local soft play centre. The childminder makes regular observations of the children as they engage in child-initiated play. She skilfully uses these observations to plan children's next steps in learning across the seven areas. For example, she makes plans to help them learn about the world around them through investigating a broad range of resources that include natural materials. She also plans to support their observation and investigation of wildlife in the outdoor area, including a squirrel that comes to the garden to eat nuts that are left out by the childminder and children. The childminder makes sure that the identified area to develop is carried through in daily activities, and this is clearly evident through well devised planning. All of this supports children's all-round skills and their readiness for school effectively.

Parents are fully included in their children's learning right from the beginning, before children start at the setting. This is because the childminder gathers detailed information from them about each child and uses this information to plan children's learning. Discussions and the regular sharing of the children's records of learning as well as the communication books passed between home and the setting, ensure both parties work together to support children. The childminder has a clear understanding of the purpose of and how to implement the progress check at age two. This enables her to demonstrate to the parents how the children are developing in the prime areas of learning when they reach the appropriate age. The childminder works alongside the parents to help children achieve important milestones, such as progressing their physical, social and communication skills. She encourages the parents to share information about what the children do at home, and provides suggestions in her newsletters for how learning can be extended outside of her setting.

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

The childminder supports children's developing independence effectively during daily activities and routines. For example, children have access to all areas of the provision and also have freedom to select their own resources. During all activities she talks to children cheerfully and consistently. She adds to the resources upon their request and plays

alongside children to create more challenges for them. For example, she skilfully takes the opportunity to engage the children in a discussion about holidays as they play with vehicles transporting passengers to their holiday destination. The childminder encourages the children to retell events from their own family holidays. The good quality input that the childminder gives results in the children developing close attachments to her. In addition, she consistently praises them frequently during the day. For example, she notices their achievements as they share resources and take turns on the scooters outside. Consequently, the children's behaviour is good and they respond positively to the childminder. For example, they smile, seek reassurance and demonstrate their understanding of the rules of the house and purpose of the reward chart. The resources are appropriate for the ages and stages of development of the children. They are in good condition, organised effectively in labelled baskets for children to access easily and also to support them when tidying up.

The effective support that the children receive in building close attachments and confidence gives them strong skills to develop their learning. In addition, acquiring these skills prepares them well for their transitions from the provision to nursery and school when the appropriate time comes. The childminder has a clear understanding of the importance of talking to children about their experiences outside the setting, to support their confidence and emotional security. The childminder works effectively alongside parents and grandparents to support the transition process when they first attend her setting. For example, she invites parents and grandparents to attend toddler group sessions with her and she uses this opportunity to find out about the children's individual needs so she can effectively support them.

Healthy lifestyles are successfully promoted because the childminder ensures that the children receive regular outdoor activities that promote exercise, such as going to parks, playing in the garden and exploring the local area on different outings. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as, pitta bread, crackers, fruit and cheese. She supports the children to make healthy choices for their snack and also to recognise when they are full. A balanced menu for meals is implemented and shared with parents. The childminder is proactive and enthusiastic in all her interactions, which includes talking to children about the importance of eating healthy foods. The childminder encourages them to wash their hands and she talks to them about why keeping their hands clean is important. This effectively supports children's thinking, and promotes their good health. Children are cared for in a home which is hygienically maintained and is risk assessed excellently. This ensures that the children can safely explore the environment and resources. They learn about risks and how to manage them. For example, the childminder teaches children to help tidy up, and she follows through fire evacuation practices both in her setting and in the local sessions she attends at toddler groups and the children's centres.

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

The childminder has a good understanding of the safeguarding and welfare requirements and she successfully implements them. For example, she knows how to keep children protected and what to do if there are any concerns about a child in her care. She also demonstrates a good knowledge of the importance of ensuring all required persons have appropriate background checks, to ensure their suitability to be with children.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the effective use of assessment, supported by local authority tracking systems, which inform the planning of a range of activities that support children's individual needs. The childminder forms good relationships with parents through liaising with them regularly to ensure that the children's all-round needs are consistently supported. This is the childminder's first inspection since registration and she has taken clear and effective steps to monitor and evaluate her practice to support children. For example, the childminder takes account of parents' views by frequently sharing information in various ways. She is keen to develop this aspect of her practice further in order to fully ensure ideas or changes to parents' requests remain effectively implemented.

The childminder's qualifications and previous early years experience do have a positive impact on children's learning and development. This is because she uses the underpinning knowledge gained to effectively support her practice with them. In addition, she liaises with the local authority team, and takes on their advice to ensure she continues to develop her provision. All of this supports children's overall development and their well-being effectively.

### **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>	EY441871
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	810404
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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