

Inspection date	13/02/2014
Previous inspection date	14/09/2009

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 good because the childminder has a very secure understanding of how children learn best through play. She makes good use of children's interests to purposefully plan fun activities and a good selection of age appropriate toys that effectively promote their learning.
- There are strong partnerships with parents and others who are involved with the care and learning of the children, which ensures that children receive relevant support, consistency and continuity in their learning and development.
- Children are safe and protected because the childminder has a very good understanding of how to safeguard them.
- Children build secure attachments with the childminder. She has a very caring, calm and friendly manner and as a result, children settle easily into her care and are very happy and content.

It is not yet outstanding because

- There is scope to enhance the stimulating play area by extending the use of print, to support children's developing understanding of words and those also in children's home language.

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 playing indoors and completed a joint observation with the childminder.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector took account of parents views from feedback forms provided by the childminder.
- The inspector looked at a range of documentation including evidence of the childminder qualifications, suitability of assistants and a selection of policies and procedures.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 11 years, in a house in Sowerby Bridge on the outskirts of Halifax. The whole of the ground floor and upstairs bathroom are used for childminding. The childminder works with an assistant.

The childminder 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 and pre-schools. There are currently 18 children on roll, of whom 11 are in the early years age group and attend for a variety of sessions. She cares for children who speak English as an additional language. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- extend children's understanding that print carries meaning, for example, by further supporting labelling through the displaying of signs and words within the home in both English and also for children with an additional language.

Inspection judgements

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

Teaching methods are good because the childminder interacts effectively, uses appropriate language and a high level of challenge. This enhances children's learning through play, giving them a solid foundation in preparation for the next stage in their learning. For example, the childminder continually encourages children to extend their ideas through being creative and thinking critically. She asks open-ended questions and supports the children to achieve their goals independently. As a result, children build up self-confidence and self-awareness as they welcome her praise for their achievements. The childminder successfully supports children's communication and language skills by talking to them, asking appropriate questions and building on their vocabulary. She models good manners using soft tones and smiles to communicate. As a result, young children are learning to communicate effectively and politely, and are making very good progress in this area.

The childminder ensures that children get good opportunities to develop their literacy

skills. She and the children choose a 'book of the week' along with regular visits to the library to take part in a variety of activities and select books for them to bring back. Children sit, concentrate and listen to the story of the caterpillar that was hungry and the childminder fully includes them in the story. For example open-ended questions are asked to the children, such as 'What does the caterpillar turn into?' Young children reply 'a butterfly' and point to the picture. While reading the book the childminder challenges children's thinking, through asking them about the pictures of the different fruits and counting them. This activity covers a wide range of children's learning, such as counting, their recognition of different fruits and understanding the world and promotes these well. Children get good opportunities to lead the activities and play and access a good selection of activities all at their height. However, there is scope to enhance their early recognition of understanding of words and pictures around the home, including those of different languages to assist children who are bilingual. They love to delve into the boxes of resources and use their imagination well as they pretend to feed the dolls and get them dressed; they rock them, telling the childminder 'shhh baby going to sleep'. Children lead the play well and the childminder offers good support and help when showing them how to fasten the dolls clothes. This helps to boost their confidence and independence as they achieve the task and receive praise. The childminder ensures that children of all ages get good opportunities to develop their creativity. She asks them if they want to paint and they very quickly run and get the paints themselves, naming the colours they have chosen. Children hold the different sized paint brushes and dip them in the paint, brushing it up and down the paper on the easel. The childminder asks them if they can do circles and children show how well they can go round and round with the brushes. This develops children's coordination, handling and moving skills as they follow clear instructions. The childminder ensures that she offers children a very good range of toys and resources. She has also made a catalogue of toys, with photographs and names of more toys available. This is to ensure that if the toys are not accessible children can choose by self-selecting and this helps to further promote children's understanding that print carries meaning.

The childminder completes informative learning records for each child in her care. She carries out a large amount of observations, these show children's progress in all areas and identifies their next steps of learning. This ensures that their development is monitored to their age and stage. The childminder completes regular assessments and trackers to aid children's progress. Parents are fully encouraged to contribute to their child's initial assessment and share what they know about their child with the childminder. This begins the effective and professional partnership with parents, which helps meet the needs of children. She continually works closely alongside parents and offers ongoing support to children's learning and development at home. She also has a very good understanding of the progress check at age two, which she completes with good contribution from parents and other professionals. This ensures good continuity of learning and builds positive partnerships with parents.

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

The children are very well behaved and their personal, social and emotional development is very effectively supported. They are kind and caring towards one another and willing to share and take turns. For example, when painting the children share their paints and ask

others politely to swap colours and say 'thank you'. The childminder supports children to develop caring attitudes and models positive behaviour to children, reinforced with plentiful praise and loving interactions. Boundaries within the childminder's home are sensitively reinforced, which ensures that children feel safe and well cared for. The childminder has very good transition procedures in place for when children start with her. For example, parents are invited to her home and flexible settling in times are offered to meet both parents and children's needs. She completes with the parents 'All about me' books ensuring that she has a good knowledge of each individual child's requirements and needs. This ensures a smooth transition and children separate from their parent's well, to play in a fun and caring environment.

She ensures that she has information from parents about matters which may affect the children's well-being. This means children's physical requirements for food and rest are addressed through clear routines. Therefore, young children begin to understand what is going to happen next and feel secure their needs will be satisfied. The childminder provides healthy and nutritious meals and snacks and children get opportunities to choose what they want and to help prepare and cook them. The children get good opportunities to develop their self-care skills as they fetch their nappies and also reach for their own cups of water. The childminder ensures a very clean and organised environment, which helps to prevent the spread of infection. She ensures children learn about a healthy lifestyle as they get daily fresh air and exercise. For example, daily trips to local parks to feed the ducks and play on the apparatus. Children move freely around the large indoor play space and access tunnels they can crawl through and take part in music and movement to develop their physical skills.

Their understanding of safety both within the home and out in the community is developing well. They know how to take care when walking down the stairs, and join in with emergency evacuations. The childminder enhances children's safety outside too through ensuring they wear hi-visibility jackets when on walks and are aware of the roles of the emergency services through visits and talks in the home. Close links with the local community provide opportunities for children to meet up with larger groups and develop their social skills. For example, the childminder and children attend local toddler group sessions, local schools and preschool events. This supports children's preparation for transitions to school when the time comes.

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

The childminder has a very good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has written policies, which inform parents of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates a comprehensive and professional understanding of the child protection procedures, including how to respond and who to contact if she has concerns about a child or an allegation is made. She has attended a number of child protection training courses along with the assistant that works with her. This ensures that they have up to date knowledge and understanding of keeping children safe. The childminder effectively risk assesses both her setting and the

venues used for outings, so that hazards are minimised for children. She has a secure knowledge of the required ratios and how to supervise children to maintain their safety. All documentation required to effectively safeguard them and support their welfare is in place and up to date, including suitability of all people in the home, those working with children and detailed attendance records. The childminder holds a current first aid certificate and is aware to keep written records of all medication administered to children. She has a first aid box, which is accessible at all times with appropriate content for use with children.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered in-depth and that they provide a suitable challenge for children. To ensure she has a clear picture of their abilities, skills and knowledge, she makes effective use of observation and clear assessments matched to the Early Years Foundation Stage mean that the childminder knows where each child is. As a result, she can highlight next steps in their learning and plan appropriate activities to support each child in their continuous learning. The childminder demonstrates a very good understanding towards monitoring and evaluating her service, She collects both parents and children's views to support her in making continuous improvements to the childminding provision. She reflects on activities, attends a wide selection of training and uses this information, along with a comprehensive self-evaluation document to support her in making further improvements to the overall care provided. She has addressed the actions and recommendations raised at the last inspection. This all provides evidence of a commitment to continually improve her provision and the service for children. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including suitability of all people in the home and those working with children; the childminder ensures that she never leaves them unsupervised.

The childminder establishes and maintains good relationships and communication with parents. They receive detailed information in the format of a parents' information booklet at the start of the care arrangement and this explains how she operates. The childminder completes home visits throughout the year to discuss with parents children's progress and well-being. A range of helpful information is displayed around her home as is her certificate of registration, complaint procedure and details of insurance. Information is effectively shared on an ongoing basis through discussion, daily diaries and the sharing of learning journals. She has extremely well established links with other early year's settings that children attend. This ensures good continuity of care and learning for 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

Unique reference number	EY254865
Local authority	Calderdale
Inspection number	954134
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	14/09/2009
Telephone number	

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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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