

Inspection date	12/05/2014
Previous inspection date	23/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not 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.
- The childminder has established links with the local school to ensure continuity of care and learning for all children.
- The childminder keeps children protected from harm because she has a good knowledge of procedures to follow should she be concerned about a child.

It is not yet outstanding because

- There is scope to develop the way in which the childminder involves parents in observation and assessment, to enable them to support the continuity in their children's learning.
- There is scope to use the outdoor area more effectively, in order to enrich children's ability to discover and explore new ways of doing things.

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 play room 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 checked the suitability and qualifications of the 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 three adult sons and one younger son in a house in Dewsbury. The whole of the ground floor and the rear garden are used for childminding. The family has a pet cat. The childminder visits the shops and park on a regular basis. There are currently eight children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 6.30am 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:

- strengthen further the communication links with parents, for example, by considering other ways of encouraging and enabling them to support the continuity in their children's learning at home
- enhance the outdoor provision by offering children greater opportunities to explore and discover through the use of more open-ended resources, such as tyres, drain pipes and construction sets that can be used in different ways.

Inspection judgements

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

The childminder has a very good knowledge and understanding of the seven areas of learning and fully supports all children's development. Effective monitoring of the educational programmes ensures that all aspects are included successfully. 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, 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 tries hard to work 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 about their child's progress. However, there is scope to find new and innovative ways to involve parents more, in observation and assessment of children. Assessment is used effectively to plan for their next steps in learning, and as a result the childminder includes appropriate activities, experiences and challenges for the children.

The quality of teaching is good. The childminder offers a rich learning environment indoors which covers all areas of learning. She displays resources well, so that they are easily

accessible for all children to make their own choices and become active learners, who play well and share with others. This supports children's personal, social and emotional development well. Children enjoy their time with the childminder. They participate in a range of interesting activities which are planned in advance, but flexible enough to allow children to successfully follow their own interests. This helps children to develop the characteristics of effective learning. For example, children are provided with interesting toys and equipment, fostering their curiosity and imagination. As a result, children are keen to find out how things work, talking enthusiastically about their discoveries as they explore the dinosaurs and sand. The childminder communicates well with children, asking questions which help them to think and find out things for themselves. For example, she uses simple questions, such as 'Which one could it be?' and 'What do you think?', to promote children's thinking and problem solving skills. This gives them confidence to say what they think and apply their own ideas to extend their play.

Children develop their creative and thinking skills on a daily basis because the childminder's interactions challenge the children successfully. The childminder encourages physical play and provides a variety of age-appropriate resources, such as a slide and swing. The outdoor environment is generally used well to support children's overall learning, however, there is scope to improve opportunities for children to explore and discover new things. For example, using open-ended resources, and by extending their knowledge of the natural world. The childminder speaks to children continually about what they are doing, talking meaningfully to them as a matter of routine. She encourages children to extend their vocabulary through questioning and explanation, as they gain confidence in constructing sentences. This helps children have the key skills needed for their next stage in learning. Younger children enjoy babbling, increasingly experimenting with sounds and using these to form words. The childminder listens actively to the different messages young children are trying to convey. She then repeats and models the language to help them build sentences.

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

Children are settled and at ease in the childminder's care. This is because she displays a calm manner and interacts well with them. She knows their individual needs very well. Children show their attachment to the childminder by indicating they want her to join in with their play. She responds to their wishes and engages with them with enthusiasm. The childminder works closely with parents to effectively support children's individual routines and care needs, ensuring they experience continuity. The childminder has also spent time with the children's family in her home, so she can get to know the entire family well. This helps children to move between home and the childminder's care with little disruption or disturbance.

The childminder is a good role model and follows established hygiene routines. The children develop self-care skills, for example, learning to wash their hands with little adult support. They practise routine hygiene procedures and learn the importance of good nutrition. For example, she promotes healthy eating and lifestyles, offering children a variety of nutritious food during the day and encouraging them to drink plenty of fresh water, milk and juice. Children benefit from regular physical exercise and fresh air when

they go for a walk or play in the park. This promotes children's good health and well-being. Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to hold her hand when going to school, so she knows where they are. She gives clear indications as to how she expects children to behave, for example, praising their good playing and thanking the children for tidying up. Children gain a good understanding of how to keep themselves safe. They negotiate the space safely and learn how to behave when in the different areas of the provision. They regularly practise the evacuation drill, so they know how to leave the premises safely in an emergency.

Children are well supported in developing the key skills they need for their future learning and the eventual move on to school. This is because children learn very positive skills and attitudes to exploring and learning, building friendships, and learn how to manage their self-care. Clear arrangements are in place to work closely with the other settings and schools attended by the older children. The childminder is able to discuss how these arrangements will be put in place and used, to provide emotional support and continuity of care and education for the youngest children at the appropriate time.

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

The childminder is well organised and maintains all the required 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, particularly in relation to keeping children safe from harm. 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. Adult-led activities and resources are used well to support children's learning, in a way that acknowledges that all children develop at their own pace. The childminder demonstrates a good understanding of monitoring and evaluating her service. For example, she values and uses the support and advice provided by the local authority coordinator and other childminders to ensure 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, in order to enhance learning opportunities. She has established links with local agencies and some schools to support all children 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

Unique reference number	311015
Local authority	Kirklees
Inspection number	887515
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23/02/2012
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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