

<b>Inspection date</b>	16/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		1
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's needs are identified and met through effective partnerships between parents and external agencies.
- Teaching is good. The childminder knows children well and enables all children to make good progress given their starting points. As a result, children are well prepared for the next stage in their learning.
- The childminder promotes a safe and secure environment as she effectively minimises risks she has a good understanding of safeguarding procedures, which means children are kept safe in her care.
- Children develop strong independence skills because the childminder teaches children to put on their own coat and shoes, dress and undress and to be independent at mealtimes.

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

- There is scope to enhance children's literacy skills by developing a more print rich environment.

## 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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.  
The inspector met with the childminder and, looked at children's development records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the childminder.

## Inspector

Donna Green

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Northowram area of Halifax. The whole of ground floor is used for children, comprising of two playrooms, and there is a large enclosed back garden available for outdoor play. Toileting facilities are on the first floor. The childminder attends toddler groups and visits the local parks on a regular basis. She collects children from local schools and pre-schools. There are currently five children on roll in the early years group who attend for a variety of sessions. The childminder operates all year round from 7.30am 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:

- build on the already good opportunities for children to develop their literacy skills, for example, by providing an environment rich in print, both inside and outdoors.

## Inspection judgements

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

The childminder has a thorough knowledge of the Early Years Foundation Stage, which she uses effectively to support children's learning. She uses observation to see what children can do and assess their development to plan purposeful and developmentally appropriate activities. As a result, children are motivated and interested so they make good progress in their learning and development. Tracking accurately monitors the developmental progress children are making. The childminder shares observations and pictures with parents and carers on a daily basis, and this gives them opportunities to look at their child's records. The childminder actively encourages parents and carers to be involved in their child's learning. This is through daily updates of what children are doing and communication diaries so they can support their child's learning at home.

The childminder is very effective in her interactions with children. She encourages them to self-select and places a strong emphasis on following the child's lead during play. The childminder displays resources and toys appropriately at low level, enabling children to make independent choices. However, they are not labelled with words or pictures to enhance children's knowledge that written words carry meaning or to help them quickly identify what is available for them to choose from. The childminder teaches children the names of animals and the sounds they make, when playing animal dominoes. She uses simple and clear explanations as she gives instructions to support children's understanding, and introduces new words exceptionally well during play to support their language development. This helps children to become confident in their language skills.

The childminder is skilful in engaging children to think using the language of learning, such as 'What do you remember when we....?' As a result, children are encouraged to think critically and make links between current and past learning experiences. Children dig in soil and plant seeds independently, filling tubs with soil and using watering cans. As a result, they are learning about the natural world around them and developing physical skills. The childminder places a strong emphasis on allowing children to respond in their own time. Therefore, children are active participants in their own learning.

Children develop their physical skills as they play with construction blocks and fill tubs with soil. They play in large open spaces outdoors on bikes, slides and climbing frames and in playhouses. The childminder supports children's physical development well, and as a result, children are independent and able to use equipment safely. Children have frequent opportunities to visit playgroup sessions and parks and feed horses within the local community. Overall, they gain the key skills they need for their future development and to be ready for school.

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

Children settle well due to the effective support given. The childminder gathers information from parents and carers so that she can meet children's needs. She is encouraging and friendly with the children and gives them lots of attention. As a result, the children are emotionally secure and comfortable and feel valued. The childminder gives children regular praise during play, to boost their self-esteem and confidence. She has clear, consistent methods for managing unwanted behaviour and supports parents and carers to consistently manage their child's behaviour at home. As a result, the children behave very well for their age and stage of development.

The childminder offers children a variety of opportunities to begin to feel comfortable about their move to school. She takes children on the school run and has established excellent working partnerships with local schools. The childminder talks to children about going to school and places a strong emphasis on children's independence skills before they go to school. For example, she teaches children to put on their own coat and shoes, to dress and undress and to be independent at mealtimes. As a result, children are emotionally prepared for school and have good independence skills.

The childminder helps the children to learn about keeping safe. She gives them gentle reminders so that they learn to manage their personal safety. The childminder ensures children consistently wash their hands before mealtimes and after toileting. As a result, they are aware of their own personal hygiene needs and are developing good self-help skills. Healthy drinks and snacks are provided for children, for example, they eat a variety of fruit at snack time. Children are independent at snack and meal times as the childminder gives them the opportunity to self-serve food. Children sit calmly at mealtimes and eat well. As a result, they are developing excellent manners and independence skills.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and implements them well to promote children's safety. She has a range of effective policies and procedures in place to ensure children are safe, which she shares with parents. The childminder is knowledgeable and able to give appropriate examples of possible indicators or signs of abuse or neglect, and knows what to do if she has any concerns about a child in her care. The premises are secure and well maintained. The childminder regularly reviews her risk assessments for both premises and outings to promote children's safety.

Since registration, the childminder has forged and maintained links with childminding playgroups and she regularly visits other childminders for support. She also accesses regular supervision and mentoring from the local authority. This has had a positive impact on the quality of support for children's learning and development. The childminder understands the importance of self-evaluation; she seeks regular feedback from parents and carers and is committed to make ongoing improvements. The childminder provides a good range of learning opportunities which challenge and interest children, and consequently, they are confident and act independently in their surroundings. She discusses the educational programme with parents, monitors children's learning and development and reflects on the characteristics of effective learning.

The childminder provides detailed information for parents and carers about the care, learning and development of children and how the setting is run. This includes a welcome pack containing policies and procedures. Parents and carers receive useful updates about what their child has been doing during the day. Parents and carers report that they are happy with the childminder and feel that their child is making good progress. The childminder is aware of the importance of engaging in partnership with other agencies to ensure appropriate interventions for children who may need additional support.

### **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>	EY451031
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	904836
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

