

Inspection date

19/05/2014

Previous inspection date

12/11/2008

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

- Children are cared for in a warm and welcoming home where they learn effectively through play. The childminder uses her observations of children's learning to identify and plan for the next steps in their learning. As a result, children make good progress.
- Children are developing good communication and language skills because the childminder provides good levels of interaction. She talks to children about what is happening, introduces new words and shows an interest in what they say.
- The childminder builds firm attachments with the children in her care, enabling them to feel confident and secure.
- Children's individual care needs are well known and their learning and development is nurtured well. This is a result of the strong partnerships between parents and the childminder.
- Children are safeguarded well in the childminder's care because she has a good understanding of her responsibilities with regards to safeguarding and child protection. She ensures the home is risk assessed and supporting policies to keep children safe are in place and reviewed.

It is not yet outstanding because

- While there is a good selection of toys available indoors, there is scope to enhance the range of learning experiences and resources in the outdoor area to fully promote children's learning.

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 had a tour of the childminder's home, including kitchen, garden and play areas.
The inspector sampled children's progress records, the childminder's self-evaluation documents, the registers of attendance and a range of other documentation, including safeguarding, accident and medication records.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for, and playing with the children.
- The inspector checked evidence of the childminder's qualifications and suitability of all adults living at the premises.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder, and two adult children in a house in Brighthouse. The whole of the ground floor, upstairs bathroom and the rear garden is used for childminding. 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 seven children on roll; all of whom are in the early years age group and 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. She 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:

- extend further the opportunities for children to experience the seven areas of learning in the outdoor environment, so that these are as effective as those learning experiences they have indoors.

Inspection judgements

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

Children make good progress because the childminder uses practical teaching methods. She has a secure knowledge of the Early Years Foundation Stage. Therefore, she plans activities and resources that promote children's development in all areas of learning. She collects a wide range of information from parents and uses this well to assess children's starting points and inform the initial planning. The childminder observes children as they play, assessing this information and using it to develop their next steps and inform the daily planning. She evaluates the daily provision, ensuring that children have plenty of time to determine their own play and to participate in adult-led activities. As a result, children play an active part in their learning and also understand how to work together in a more structured environment. They are, therefore, well prepared for school and their future learning. The childminder's good communication with parents means that they have opportunities to share daily news about their children. The childminder's assessments make full use of all updates from parents about how their child has been learning and developing at home. Consequently, she includes this extended range of information in her planning and assessment process.

The indoor environment created by the childminder is stimulating and provides learning across all seven areas. The childminder helps children to develop the skills to learn effectively. She plans activities well, intervening appropriately and confidently enabling

children to take the lead, therefore encouraging them to extend their creativity and thinking. For example, children have time to explore and play imaginatively with small world equipment. The childminder encourages them to extend this and engages the children in open-ended discussions about the characters in the story. She then allows the children time to develop their story and plays alongside them. As a result, children feel valued and in control of their learning. Accessible resources that are clearly labelled with words and pictures, encourage children to explore and make their own choices, thereby extending their curiosity. As a result, children become active learners and are well prepared for the next steps in their learning. Children become absorbed in play of their own choosing and, through supportive interactions, become explorers and thinkers. For example, children choose to play with the construction equipment and spend time using and sharing the pieces, supporting their social development.

Children are developing good communication and language skills because the childminder models language effectively and enjoys reading stories to the children. The children listen intently as the childminder uses descriptive words and action noises to support a familiar story about animals in the farmyard. She talks to the children about what is happening, introduces new words and shows an interest in what they say. The childminder provides children with natural and everyday objects, such as wooden spoons, sponges, baskets and fabric, to enhance their learning and encourage their sense of exploration and open-ended play experiences. This means opportunities for them to play and explore imaginatively and in a different way is promoted well. While there is a good selection of toys and experiences available indoors, there is scope to improve the range of learning experiences and resources in the outdoor area to fully promote the seven areas of learning for all the children. Children participate in a wide variety of activities that promote their social development. For example, they enjoy daily walks and attending playgroups. As well as complementing the activities provided in the childminder's home, this gives children the opportunity of being in larger groups in preparation for when they start school.

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

Children are settled and happy with the childminder because she has good procedures to gather information from parents so that she is aware of children's needs and interests. She ensures that her co-childminder is also fully aware of this information so that children are offered consistent support and appropriate activities. The childminder places a high level of importance upon children being settled and happy. She gives high priority to their emotional security, which she acknowledges as vital to enabling children to flourish in their learning and development. Children form firm attachments with the childminder as they approach her and make indications as to what resources they wish to use through pointing to them and pulling out storage boxes. As a result, children are confident and secure in the childminder's care. Children are calm and relaxed within the home and are fully at ease, which means the children's individual needs are effectively met, promoting their well-being. The childminder has a very caring and gentle manner, which creates a calm and relaxed atmosphere for young children. The childminder is proactive in establishing strong relationships with parents. She does this through her open engagement and ongoing daily discussions to fully understand children's individual care needs and stages of development. This supports children in developing the skills and positive attitudes that

enable them to learn effectively. Therefore, they are emotionally prepared for the move to pre-school or school.

Daily routines and the environment, support children in developing their self-care and independence skills. For example, they learn to put on their own coats and shoes before going outside and use the toilet independently. Children gain a good awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted as the childminder discusses healthy eating and drinks at snack time. Children bring packed lunches each day, which the childminder encourages and supports them to eat. Drinks are available at all times, so children do not become thirsty. Good daily practice reinforces children's understanding of good hygiene. For example, children wash their hands before eating. The childminder gathers important information about the children's medical needs or special dietary requirements to ensure they remain healthy and safe. She has attended a mandatory paediatric first aid course. All accidents and medication given to the children are recorded, dated and signed by parents to keep them informed of children's well-being. This means that the childminder can effectively deal with any accidents or minor injuries and parents are reassured that their children are consistently cared for well.

Children behave well. They are given positive praise and recognition for their efforts and achievements. For example, when they complete a simple task she tells them 'that is great', 'well done'. Children gain a good understanding of their own safety. The fire drill is practised and the procedures and plan showing exit routes are available. Children are reminded about road safety as they go out and about on walks to and from groups. Children take small, but safe risks when playing as they avoid obstacles and access tables and chairs. They understand the risks when playing and seek the childminder's support and reassurance. This helps children to have a well-developed understanding of safe practices.

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

The childminder has a good understanding of her responsibilities with regard to safeguarding and child protection. She has attended child protection training and keeps a written policy and procedures to follow in the event of concerns about a child's welfare. She is secure and confident in what action she must take to protect children if she has concerns about a child's welfare. The childminder has risk assessments in place for her home and outings, and has safety features in place, such as safety gates and cupboard locks. Members of the household are vetted suitably and the childminder has a current first-aid certificate. Daily registers with hours of attendance are recorded. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates a secure knowledge of the seven areas of learning and makes sure that the educational programmes she provides reflect children's needs and interests. There is a broad range of activities offered, including creative and cooking activities, which the children enjoy and which enables them to make good progress. Clear assessments are made, which means that the childminder knows where each child is in

their stage of learning and where they need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. The childminder is committed to continuous professional development and she has undertaken a self-evaluation of the provision and identified a clear action plan to support further improvement. This shows a committed, dedicated perspective that ensures high standards are sustained.

Parents are appropriately informed about the provision, in order to make an informed choice about their children's care and education and ensure a consistent approach. For example, the childminder shares her policies, procedures and details about additional aspects of her provision, upon children's enrolment. She keeps parents updated on what their children do through daily friendly exchanges when they drop off or collect their children. They let her know verbally and through written testimonials how happy and pleased they are with their children's progress since being with her. For example, parents state 'my child is very happy' and 'she provides a great service'. Links are established with the local school to prepare for transitions to fully support children's transition to the next stage of learning and enhance continuity of 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

Unique reference number	303521
Local authority	Calderdale
Inspection number	867467
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12/11/2008
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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