

Inspection date	21/05/2014
Previous inspection date	15/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- All children make expected progress in their learning and development. They are happy, and confident because the childminder relates kindly to them and provides suitably engaging activities.
- The childminder is well qualified, experienced and aware of strengths and areas for development in her practice. She is skilled in making adaptations which ensures all children's needs are suitably met.
- The childminder knows what to do in an emergency or if concerned about a child's well-being. She is skilled in positive behaviour management and children behave well at all times.
- The childminder is welcoming and relates well to parents. She usefully shares information with parents through daily discussions and the sharing of learning journals.

It is not yet good because

- Methods of reporting children's progress in the prime areas of learning, for parents of children who are two years old, are limited.
- There is no clear policy and procedure for carrying out risk assessments in the indoor and outdoor learning environments and there is no written statement of how to keep children safe. These are breaches of requirements.
- Opportunities for children to understand the world and learn about people, communities and information technology are limited.

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 playroom, kitchen and the outdoor area.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records and a sample of documents, including children's assessment files, planning documentation, policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of those living in the household.
- The inspector took account of the views of parents in testimonials.

Inspector

Joan Haines

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Mytholmroyd, West Yorkshire. The ground floor including the kitchen, playroom, hall and bathroom and the rear garden are used for childminding. The childminder attends a local playgroup. She collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop a robust policy and procedures for assessing and reviewing any risks to children's safety, both indoors and outdoors and produce a written statement of how to keep children safe, including the use of mobile phones and cameras, to ensure parental confidence
- implement effective methods of reporting to parents of children who are two-years-old, to provide useful information for them about their children's learning development and progress in personal, social and emotional development, communication and language and physical development

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

- broaden the activities provided to provide more opportunities for children to understand the world and learn about people, communities and information technology.

Inspection judgements

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

All children make expected progress in their learning and development because the childminder provides appropriate activities to stimulate their curiosity and interest. For example, as the childminder demonstrates how cornflour mixed with water can be scooped up and then slides off a spoon, one child copies and chuckles in wonder. A particular strength is the way in which the childminder relates warmly and encouragingly

towards the children who are confident and happy in her company. The childminder provides a good balance of free play and adult-led activities and using mind maps, plans appropriate activities which ensure that children's next steps for learning are provided for. The childminder makes accurate observations during children's play and tracks their development, although methods of reporting to parents about the progress of children who are two-years-old, in personal, social and emotional development, communication and language and physical development are limited. Children freely explore resources that are accessible at their height, such as character toys, construction materials and dressing up clothes and they express themselves creatively, use their imaginations and develop physical skills well.

Children learn early mathematical skills through posting three dimensional shapes into the appropriate holes in a box. One child showed good development of vocalisation saying 'no' when the shape did not fit neatly into a hole. The childminder uses good teaching techniques, such as modelling spoken language, providing a narrative and asking open questions. Consequently, children effectively learn to listen, pay attention and express themselves vocally. These are all good skills that children are effectively developing at this early stage that will support them in being ready for school when the time comes. Children enjoy sensory experiences using natural resources such as leaves and flowers and they visit a playgroup daily which takes them out into the wider world. However, opportunities to begin to understand the world and learn about people, communities and information technology are limited.

The involvement of parents in their children's learning and development is appropriately supported by the childminder through daily informal discussions and the sharing of children's learning journals which capture children's achievements and progress, illustrated by photographs. Testimonials from parents show that they highly value the childminder's warm, caring and positive approaches to furthering their children's learning and development.

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

Through providing a nurturing environment and creating positive relationships with parents and children, the childminder skilfully ensures that children's individual emotional well-being needs are well catered for. When children show problems with teething, she offers gentle, re-assuring comfort and children soon settle to enjoy their play once more. The childminder provides clear routines and boundaries for children's behaviour and children respond well at all times, so that when the childminder says 'no, not throwing toys' children respond appropriately and immediately. Children are securely attached to the childminder through this calm, caring and consistently positive approach. They effectively develop their independence appropriate to their age and stage of development. For example, one child shows increasing progress in handling a cup and using a spoon to begin to feed himself. Children are happy and concentrate and persevere for a good length of time to benefit from their play and learning experiences.

The outdoor play opportunities in the large attractive garden and visits to playgroup

ensure that children have good daily opportunities. Consequently, they are active and take part in healthy physical activities. Children's personal care needs are well managed. The childminder talks to children as their needs are attended to and children are comfortable throughout the day. Children learn to use a cup skilfully to quench their thirst and are provided with nourishing food, either brought in from home, or provided by the childminder. Children are carefully supervised in outdoor play and allowed to take appropriate risks to stretch themselves physically. For example, they learn to use wheeled toys, use the slide and trampoline in the garden.

At this early stage of their development young children are becoming suitably familiar with the school environment. For example, through daily trips to the local school when picking up other children and through mixing with children of school age.

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

The childminder demonstrates suitable understanding of safeguarding in daily practices. She is clear about the signs and symptoms of abuse and what to do if concerned about a child. Emergency procedures are clear and the childminder is qualified in first aid so that children are suitably safe and secure in this environment. The childminder skilfully helps children to play safely and as one child climbed into a toy car, she helpfully says 'legs in, be careful, now one leg out first, now this other leg' and the child climbs out of the car safely. The childminder provides welcoming, supportive and well-resourced play and learning environments both indoors and outdoors. She assesses risks in the learning environments as she guides children through their day and this ensured their safety on the day of inspection. However, there is no clear, robust policy or procedure for risk assessments of the premises and equipment. This means that children's continuous safety in the environments and use of equipment is not assured. There is no written statement of safeguarding, including the use of mobile phones and cameras, which limits information for parents of practices and procedures to assure their children's safety in these environments.

The childminder is well qualified and experienced in caring for children and promoting their learning and development. She monitors the teaching and learning on a daily basis, adjusting her practices guided by the needs of the children. For example, if children are distressed due to teething, she skilfully distracts them through talking kindly and joining them in play so that they are comforted and soothed. The childminder is supported by a Local Authority support worker and has usefully discussed strengths and areas for development in her practice. Consequently, leading to improvements since the last inspection, in self-evaluation, observing, assessing and tracking children's progress in the areas of learning. She has recently registered for a course in safeguarding to update her knowledge and inform future practice. Previous training in first aid and child protection procedures appropriately informs the childminder's practice so that children's health and well-being are suitably provided for.

The childminder creates lasting and positive relationships with parents. She welcomes

parents into her house and through daily, informal discussions effectively shares information about children's starting points and their daily achievements. Information for parents has improved since the last inspection, through the attractive and informative learning journals which are given to parents when children leave the childminder's care. However, reporting of information about the progress of two year old children in the prime areas of learning is not yet effective. Cards from parents show their appreciation for the personalised and attentive care that the childminder provides for their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately when the need arises (compulsory part of the Childcare Register).
- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately when the need arises (voluntary part of the Childcare Register).

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	303675
Local authority	Calderdale
Inspection number	876712
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	15/04/2010
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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