

Inspection date	02/06/2014
Previous inspection date	09/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 safe and secure with the childminder as her arrangements for safeguarding children are robust.
- The childminder builds good relationships with children who are content and secure in her warm and affectionate care.
- Young 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.
- Successful partnership working with parents includes effective communication systems. Consequently, children benefit from a shared and consistent approach to their care and learning.

It is not yet outstanding because

- There is scope to extend the good partnership working with other providers further, where children attend to maximise continuity in 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 observed activities in the childminder's home.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's learning journals and a selection of policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications along with arrangements for self-evaluation and improvement.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

The childminder was registered in 2008 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 Northowram, Halifax. The property is close to local schools, shops and other amenities. The whole of the ground floor, with the exception of the lounge, is used for childminding. There is an enclosed garden available for outdoor play. The childminder takes and collects children from local schools. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She receives support from the local authority.

What the setting needs to do to improve further

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

- extend partnership working further to ensure positive working relationships are in place with all other providers children attend to enhance continuity in their learning.

Inspection judgements

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

The quality of teaching is good because the childminder fully understands how children learn. There is an appropriate balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. The childminder follows children's interests to plan activities, which lead to their next steps in learning. For example, children are interested in small world figures and vehicles. To support this interest the childminder takes the children out for walks and points these out in the local environment. This means that children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. The childminder completes regular observations on the children. Observations link to the areas of learning and development and have identified next steps. Children have their own individual profile where these observations and assessments are kept. The childminder has an appropriate knowledge of how to complete the progress check for children aged between two and three years and the need to share this with parents. She summarises children's learning on a regular basis, which supports her to identify next steps. Through these strategies, any gaps in learning are quickly identified and support to address them is appropriately given. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

The educational programmes have depth and breadth across the seven areas of learning.

They provide interesting and challenging experiences that meet the needs of children attending. For example, the childminder supports children to develop their counting skills by playing 'hide and seek'. Consequently, children are supported well in their early mathematical development. The childminder engages with children effectively, supporting them as they play and learn within the provision. She actively takes part in imaginative role-play and models how to use resources and equipment appropriately. As a result, children's creativity is supported and extended well. Children are provided with a range of books, which ignite their interest and there are opportunities to practice early writing skills with a variety of media. Consequently, children are developing the skills necessary to read and write. She listens carefully to what children say and develops children's language by rephrasing and repeating. As a result, children's communication and language skills are effectively supported. Children learn about nature and the wider community as they regularly go on walks to see animals at the local farms and, visit local communal areas. Overall, children are making good progress in the care of the childminder and are developing the skills they need for their future learning and the eventual move on to school.

Parents contribute to the assessment of children's starting points and they share children's achievements from home on a regular basis. They are kept well informed of their child's progress through daily dialogues. Parents feel welcome in the childminder's home. This means that parents are fully and effectively involved in their children's learning.

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

There is an appropriate individual settling-in process, which supports children well with their transition into the childminder's home. The childminder shares individual care information with parents on a daily basis. She ensures that there are daily opportunities for parents to verbally exchange information about updated care routines with her. This further promotes continuity in children's care. As result, children quickly feel at ease with the childminder and their emotional needs are well met. Younger children visit the classrooms at the local primary school when they collect older children. This effective support prepares them well for their move into nursery and school.

Children's independence skills are successfully supported. For example, they wash their hands before meals and feed themselves at lunchtime. The indoor and outdoor environments are well resourced and welcoming. Resources are developmentally appropriate and accessible. This further supports opportunities for children to freely choose and be independently learners. The childminder helps children to learn how to keep themselves safe by being a good role model. For example, she recognises risks on the walk to the playgroup and takes appropriate steps to keep children safe. Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to sit on their bottoms on the chairs so that they do not fall off. Children regularly practise the fire drill so that they know how to evacuate the premises quickly and safely. As a result, children are kept safe. The childminder is a good role model to the children in her care and is polite, caring and listens carefully to children. Behaviour is managed well as the childminder reinforces good behaviour with positive praise. The childminder emphasises the importance of using good manners and gently

reminds them when they do not consistently use them. As a result, children behave well.

Children are provided with opportunities to develop their understanding of the importance of fresh air and exercise. They access a range of equipment to develop large-scale skills and coordination skills, including tricycles, balls, skipping ropes and prams. They regularly visit local parks and gain an understanding of risk through activities that encourage them to explore. They develop their understanding of a healthy diet as meals and snacks offered throughout the day are balanced and nutritious. For example, children are given a fruits at snack time and cereals for breakfast. As a result, children gain a good understanding of a healthy diet and the need for physical exercise.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safe and protected. A high regard is given to safeguarding because the childminder takes positive steps to ensure children are as safe as possible at all times. She has a good understanding of child protection issues and has completed recent training. Her safeguarding policies and procedures are strong and reflect those of the Local Safeguarding Children Board. The childminder implements robust risk assessments, which help to create a child-friendly and safe environment for children to play and explore with confidence. She remains constantly vigilant and reassesses the environment to reflect the ages and level of understanding of the children that attend. All of the required documentation for the safe management of the setting is in place. The certificate of registration, alongside public liability insurance is displayed for parent's information. As a result, children's welfare and safety is promoted well.

The childminder has a good understanding of her role and responsibilities. She keeps up to date with changes in early years practice, for example, by attending local authority training and by reading relevant professional literature. There are effective systems in place to monitor and evaluate the provision. The childminder monitors children's progress towards the early learning goals through her tracking system to ensure that any gaps in development are closing. This helps the childminder plan effectively to progress children equally across all areas of learning. The childminder cares for children who also attend other early years settings. She has made some links with these providers in order to share information about children. However, there is room to enhance current practices in order to further promote a more collaborative approach to children's learning between all settings.

The childminder demonstrates a commitment to continuous improvement. For example, she has addressed recommendations raised at the last inspection. Consequently, she has enhanced the efficient and safe management of the childminding service. The childminder encourages parents to continually share their views informally through daily face-to-face exchanges and through questionnaires in order to help her shape her service. Parents receive good quality information about the childminding service. For example, the childminder shares her policies and procedures file during the settling-in period. This

ensures they are fully informed about, and in agreement with the care and education of their children. Ongoing communication is successfully achieved through daily conversations. This means that parents and the childminder can work closely together to promote continuity for children and help them to reach their full potential. The childminder has links with the local authority support officers and the Sure Start centre.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	303598
Local authority	Calderdale
Inspection number	876706
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	09/07/2009
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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