

<b>Inspection date</b>	04/06/2014
Previous inspection date	10/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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**

- Teaching is good because the childminder knows how children learn and has created an effective learning environment that supports children to make connections and develop ideas.
- The childminder is consistent in her approach to behaviour management. Consequently, children know what is expected of them and behave well.
- Children form strong and affectionate bonds with the childminder because settling-in arrangements are tailored to individual children's needs and her interactions are warm and responsive.
- The childminder has a positive attitude to professional development and uses her developing theoretical knowledge to implement appropriate improvements. This has a positive impact on the quality of her teaching.

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

- Children's home learning experiences are not fully considered in the childminder's assessment process.

## 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 toured the areas of the home that are used for childminding purposes.
- The inspector observed activities and spoke to the childminder and children.
- The inspector looked at evidence of suitability, qualifications, children's assessment records and a sample of policies.
- The inspector took into account the written views of the parents.

**Inspector**  
Susie Prince

## 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 child aged seven years in a house in Brighouse. The whole of the ground floor, the main bedroom, bathroom on the first floor and the rear garden are 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. She collects children from the local schools and pre-schools. There are currently 13 children on roll, four 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 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:

- use information from parents about what their children can do and achieve at home to inform the assessment of progress and plans for future learning.

## Inspection judgements

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

The childminder has created a well-resourced learning environment that supports children to make choices, develop relationships and gain independence. Resources are labelled with print and visual cues, which support the development of early literacy. Children explore the environment with confidence, knowing that the childminder is close by to provide reassurance and support. The quality of teaching is good because the childminder knows the children well. She has a clear understanding of how children learn and creates purposeful learning experiences that derive from children's interests. For example, children learn about transporting water as they fill watering cans from the tap on the water butt and move it to a shallow tray at the other end of the garden.

Children's progress is effectively monitored through the use of observation. The childminder assesses children's starting points on entry to the setting using her observations and information from parents. She uses the information to identify children's current levels of development and to plan the next steps in their learning. As a result, children are making good progress. Parents are kept well informed of children's progress through the use of daily diaries, discussions and learning journeys. However, there is scope to further improve the assessment process by incorporating parents' observations of children's home learning experiences.

Children are prepared for school well because the childminder gives high priority to the

prime areas of learning. She encourages the children to work together harmoniously by sensitively reminding them to take turns and share. Children benefit from attending local playgroups, where they develop social skills and make relationships with children in their chronological age group. The childminder supports children's acquisition of language by asking questions, modelling conversation and listening attentively to responses. Children develop pre-writing skills because they use a range of small- and large-scale mark making equipment to write for different purposes. Through play-based learning experiences children develop mathematical skills. For example, they order bricks, labelled with numerals, as they build a tower.

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

Children's emotional well-being is fully supported because the childminder is caring and responsive to the needs of the children. Her interactions are enthusiastic and ensure that children feel confident and able to explore, knowing that she is close by for comfort if needed. Settling-in arrangements are tailored to individual children's needs and information is gathered from parents about routines to support this process. Children are helped to develop self-help skills and to be independent. For example, the children wash their hands independently and help the childminder to wipe the table before snack.

Children enjoy the benefits of fresh air and exercise on a daily basis, either in the childminders garden or at the local parks. They are encouraged to make healthy food choices. For instance, they choose which fruits they would like to eat for their snack. Consequently, they are developing an understanding of the importance of healthy lifestyles. Children learn to keep themselves safe as they confidently manage risk for themselves. For example, when transporting water around the garden, tidying up their toys or manoeuvring on their trikes.

Children are happy and behave well in the childminders care. She manages behaviour efficiently by being consistent in her approach. As a result, the children know what is expected of them and they behave accordingly. The childminder uses praise and encouragement in her interactions, which means that children are motivated, enjoy, and achieve. Children confidently explore the environment and happily engage in conversation with the each other. They show pride in their achievements, by asking for work to be displayed on the walls. The displaying of children's work is an integral part of the childminder's practice and supports children's self-esteem and confidence.

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

Safeguarding procedures are stringent, which ensures that children are kept safe. There is a safeguarding policy in place, which includes information on the appropriate use of mobile phones and cameras. The childminder has attended safeguarding training and has a clear understanding of child protection procedures and how to make a referral. Accident and medicine records are completed and signed by parents and the childminder has attended first-aid training. Risk assessments and premises checks ensure that health and safety is a priority and the environment is clean and safe.

The childminder has a good understanding of how children learn and is delivering an educational programme that supports the needs of the children in her care. Since the last inspection, the childminder has gained further childcare qualifications and is continuing to develop professionally. She has embarked on a quality assurance scheme, which means that she regularly evaluates her practice, with the support of the local authority. This has had a positive impact on the quality of her provision because she is using her developing knowledge to evaluate her provision and plan appropriate improvements.

Partnerships with parents are strong. Parents praise the childminder's dedication and are very happy with the service she provides. She effectively shares information with them and has developed questionnaires as a means of gaining their feedback. She talks to parents on a daily basis, to find out about children's care routines and consequently has developed effective partnerships. The childminder has good links with the local school and promotes continuity of care through information sharing. She regularly liaises with other childminders in the area, which provides opportunities to share examples of good practice and to develop ideas.

### **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>	EY378326
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	878768
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/02/2009
<b>Telephone number</b>	

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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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