

Inspection date	03/06/2014
Previous inspection date	17/12/2009

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

- The childminder has a good understanding of the safeguarding and welfare requirements, which means that children are kept safe and secure in her care.
- The childminder provides a warm, welcoming environment which enables children to build secure attachments with her. As a result, children show enjoyment and pleasure when they spend time with the childminder.
- 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. As a result, children make good progress in their learning.
- The childminder is friendly and caring and has developed effective two-way communication between herself and parents. Consequently, she has a clear understanding of parental requirements and children's individual needs.

It is not yet outstanding because

- There is further scope to develop the good partnership working with other providers that 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 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in Lightcliffe, Halifax. The kitchen, playroom and toilet are used for childminding. There is a large enclosed garden available for outdoor play. There are currently three 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 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. The family has a pet dog. The childminder attends local playgroups and play gyms on a regular basis. She is a member of the Professional Association for Childcare and Early Years and 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:

- strengthen partnership working further to ensure positive working relationships are in place with other providers children attend, to enhance continuity in children's learning.

Inspection judgements

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

The childminder has a comprehensive knowledge of child development and fully understands how children learn. There is a balance between adult-led and child-initiated activities, which are adaptable and responsive to children's needs. For example, children are interested in trains and garages, so the childminder organises a trip the local miniature railway station. This means that children's individual interests are well met. The childminder regularly completes well-written observations on the children, which are entered into their profiles. Next steps in learning are clearly identified and used to plan activities which extend children's learning further. For example, children are beginning to show an interest in numbers in the environment, so the childminder sings number songs and rhymes and provides children with number books. As a result, children's number skills are further developed. Consequently, teaching is good. The childminder ensures that children are making good progress by regularly completing tracking sheets which link to the ages and stages of development. Through these strategies, any gaps in learning are quickly identified and supported. 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.

Consistent communication and close interaction from the childminder during all of the activities support children's language development successfully. The childminder asks questions, maintains good eye contact with the children and uses repetition to aid their

understanding during activities. For example, when playing naming games the childminder introduces new words to the children and encourages them to repeat them after her. As a result, children learn new vocabulary and develop their confidence in expressing themselves. The childminder effectively uses open-ended questions to support and develop children's thinking skills. She challenges children to consider what great white sharks might eat and what colours might make green. As a result, children's communication and language skills are supported well. The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences which ignite children's interests and enthusiasm for learning. For example, children excitedly put on their coats and shoes and take lettuce and carrots out to feed the rabbit in the garden. They gently stroke his fur and say how he feels 'soft'. Children marvel at the snails they find and talk about the time they found a frog. As a result, children gain a good understanding of the natural world around them. Children enjoy a range of well-chosen, interesting books. They also enjoy opportunities to make marks using a variety of media. Consequently, children are developing the skills necessary to read and write. 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.

The childminder involves parents in their child's learning, in order to ensure a consistent approach to meeting children's individual needs. This commences when children first visit. Parents share what they know about their children, including their likes and dislikes, through discussion. The childminder shares information with parents verbally each day, as well as completing observations of the children in their individual learning journals. This keeps parents informed of their children's progress and encourages them to share information of their activities at home. This communication is successful in helping the childminder to track children's progress and plan for their next steps across all areas of learning. These strong partnerships enable children to make the best progress.

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

Children enjoy a warm and secure relationship with the childminder in her welcoming setting. The childminder takes time to get to know all the children very well. She adapts the settling-in sessions to meet the individual needs of families, so that all children experience a positive start. Children are calm and relaxed within the home and are fully at ease, which means their individual needs are successfully met, promoting their well-being. The childminder works closely with parents from the start of their children's placement. For example, information is exchanged with parents during settling-in sessions about dietary needs, allergies and routines to ensure that these are accurately met. The childminder plans successfully to make sure children are happy and have plenty of attention to make them feel special. The relationship between the childminder, the children and their parents is effective in ensuring quality care for all children. Children feel secure and flourish in the care of the childminder because they form very secure emotional attachments. Everyone smiles and laughs together. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are very much enthused, interested learners who participate eagerly in activities.

Children behave well with the childminder and display delightful manners. The childminder applies a calm approach in communicating with children and provides a positive environment of respect and value for all individuals. For example, she actively encourages turn taking, and consequently children play well together and share the resources. The childminder supports children's progress well because she provides a highly stimulating learning environment, both indoors and outdoors, which promotes their all-round development and emotional well-being. A good range of resources are available in the playroom and children make their own choices about what they want to play with. This develops their independence and helps them lead their own play according to their current interests. Children are taught to be independent in their self-care. They wash their hands after visiting the bathroom and put on their own coats and shoes. This means they can attend to their own personal care needs when they move on to school. Children learn about safety through the childminder's calm reminders and expectations. For example, they are reminded to take care on the slippery surface outside and to sit on their bottoms on the chairs at the table. Children also regularly practise the fire drill, so that they know how to evacuate the premises quickly and safely.

Children enjoy outdoor play and learning in all weathers and learn to take risks in a safe environment. They explore growth and change by gardening and investigating how the natural world changes with the seasons. Children access a wide variety of equipment to develop large scale and coordination skills, including wheeled toys and large and small balls. They regularly attend play gyms, which supports their physical development further. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. The childminder provides a range of healthy meals and snacks for children to promote an awareness of healthy eating. For example, they are given fruit at snack times and chicken and vegetables for lunch. As a result, children gain a sound understanding of a healthy diet.

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

The childminder has a thorough knowledge of how to safeguard and protect children. She is fully aware of the signs and symptoms of abuse and the procedure to follow if she is concerned about any child in her care. Children are kept safe and secure in the family home. Written risk assessments and daily checks are completed to ensure the children are provided with a safe and secure environment. The childminder is vigilant and deploys herself well within the setting to ensure that children are appropriately supervised at all times. She has completed a paediatric first-aid training course. This enables her to respond appropriately in the event of any accident. The childminder ensures that her home is kept clean and that hazards are minimised. Documentation is well kept, such as the daily register of attendance and the children's registration details. As a result, children's welfare and safety are promoted well.

The childminder monitors the provision and children's progress effectively by reflecting on a daily basis what has gone well and what needs changing. She adapts her activities to meet the range of children attending and their changing interests. This means that

children's learning and development is promoted well. Summative assessments, which focus on children's skills and abilities, demonstrate that their progress is being monitored well. As a result, any gaps in learning are quickly identified so that appropriate interventions can be sought. 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 collaborative approach to children's learning between all settings. The childminder maintains professional relationships with early years advisers from the local authority and values their advice and support. She identifies the provision's strengths and areas for development, and is targeting areas that will bring about most benefit to children. She welcomes feedback from parents, who regularly complete questionnaires, and uses their contributions to help her with the evaluation process.

Partnerships with parents are well established. Parents' written comments indicate they are extremely pleased with the service the childminder provides. An extensive range of information is shared with parents prior to care commencing, so they are fully informed of the childminder's policies and procedures. 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 established links with local playgroups and other childminders.

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	303615
Local authority	Calderdale
Inspection number	876707
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	17/12/2009
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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