

Inspection date

05/06/2014

Previous inspection date

09/12/2009

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 skilfully takes advantage of opportunities to extend children's learning as they arise during play. This supports children's development well and they make good progress towards the early learning goals.
- Children are very happy and secure when they are with the childminder, she builds strong and playful relationships with them.
- The childminder works closely with parents so she quickly understands and meets children's individual needs and preferences. This supports children to develop high levels of well-being.
- The childminder is a very good role model and is highly respectful towards children. This helps promote positive relationships and means children's behaviour is very good.
- The childminder is well organised and manages her provision well. This ensures she meets the requirements of the Early Years Foundation Stage, which helps to make sure children are safeguarded effectively.

It is not yet outstanding because

- There is potential for the childminder to use her garden to a greater extent, in order to build on children's ability to closely observe living things and enhance their understanding of the world.
- There is scope to rearrange the books to help young children notice them and select favourite stories more easily, to enhance their communication and language skills.

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 premises and checked the suitability of adults living and working on the premises.
- The inspector observed the childminder caring for and playing with children, and talked to her about the teaching and learning that was taking place.
- The inspector looked at a selection of children's records and policies and talked to the childminder about how she organises her provision and her plans for further development.
- The inspector took account of the views of parents from comments they had written in the children's learning journals.

Inspector

Caroline Midgley

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 16, 12 and five years in a house in Halifax, West Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder takes children to a local activity centre and visits the park opposite her house on a daily basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, two of whom are in the early years age group. They attend for a variety of sessions. The childminder is eligible to receive funding for the provision of free early education for two, three and four-year-old children. She 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:

- encourage children to closely observe living things by making the most of the garden area, for example, by providing more opportunities for children to sow seeds, care for plants and increase their understanding of the world
- rearrange books to help young children to notice them more easily, so they can easily select their favourite stories and enhance their communication and language skills.

Inspection judgements

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

The childminder encourages children to learn by enthusiastically playing with them as they do things that they enjoy. She is skilled in taking opportunities as they arise to extend children's learning. This means children are highly motivated and engaged in learning. The childminder carefully chooses toys that she knows will engage their interest and help promote their skills and understanding. For example, she asks in an enthusiastic voice, 'Shall we line up the aeroplanes so we can count them? Very young children confidently count one, three, four, five, six and the the childminder praises them. She reinforces and sensitively corrects their counting, by saying, 'one, two, three' and then questions them to encourage them to think by saying 'what comes next?' This means the childminder encourages children to find counting fun and exciting, developing their mathematical understanding through play.

The childminder encourages children to think about how things work. Children play with a

toy dustbin wagon. They press two buttons. One makes the lights flash and one makes sounds. This encourages children to develop an understanding of technology. The childminder recalls children's experiences, often using children's comments or interests as prompts. This approach helps children to understand about their world and make links between different events and experiences. The childminder's enthusiastic and knowledgeable approach helps children work at, or above, age-expected developmental ages in all aspects of learning. This means children are well-prepared for school. The childminder uses her garden well to teach all areas of learning. However, there is potential for the childminder to use her garden to a greater extent to build on children's ability to closely observe living things. For example, by providing more opportunities for children to grow and care for plants.

The childminder liaises with parents effectively and observes children closely and accurately to assess what children can do and what they like doing. She uses this information to plan activities and to enhance her resources. The childminder provides each child with a learning journal. She takes photos and writes notes in this journal to help her keep parents informed about their children's progress. She tracks children's development accurately in each aspect of their learning and development using a local authority tracking form. This helps her ensure children make good progress in all areas of learning. It also helps her share information with parents and with other providers as children get older. The childminder has not as yet needed to do a progress check for children between the ages of two and three years. She has, however, attended training on completing this assessment, children in her care are now turning two and she has a good understanding of what is required.

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

The childminder builds secure and playful relationships with children, which means they are very happy and secure. The childminder responds very effectively to children's needs. She can do this because she works closely with parents to understand their children as individuals, as a result, children develop high levels of confidence and a sense of well-being. The childminder gives children lots of praise and encouragement. This enables them to develop high self-esteem. The childminder is a very good role model and has highly respectful relationships with children. For example, she asks them if she can change their nappies and thanks them for cooperating. This means children's behaviour is very good and they learn to take responsibility for their self-care and well-being. This helps children become emotionally well-prepared for the next stage in their learning.

The childminder ensures that she offers children a wide variety of experiences. For example, she visits the nearby park every day and regularly takes children to the local activity centre. This means children have rich learning experiences and are encouraged to be inquisitive and active, which helps them develop good attitudes to learning. They also get plenty of fresh air and exercise and enjoy healthy meals and snacks. This helps them develop good attitudes towards healthy lifestyles. The childminder ensures children have independent access to drinks throughout the day and she teaches them to wash their hands before eating. Consequently, children have good opportunities to begin to learn how to keep themselves healthy. They also begin to develop a secure understanding of

how to keep themselves safe, for example, as they practise fire drills.

The childminder encourages children's independence, she provides easily accessible resources and toys. She arranges her provision effectively to provide good learning opportunities. For example, she organises toys and resources in easily accessible boxes and encourages children to find what they want independently. This increases children's motivation to learn and helps ensure that they develop a good sense of well-being. It also helps prepare children for their transition to nursery and school as they become independent in their play and in their personal care. However, although there is a good range of books on a low windowsill in a cosy corner behind the sofa, the books are packed tightly on the shelf and children cannot see the front covers. This means the youngest children cannot easily see their favourite stories and access the books independently to fully support their interest in reading.

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

The childminder fully understands her responsibilities relating to the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures her premises are safe and has a good understanding of safeguarding procedures to follow if she has any concerns regarding children's welfare and safety on her premises or elsewhere. The childminder supervises children closely and uses risk assessments to identify and minimise any potential hazards both within her home and in the wider environment. She checks her premises including the garden on a daily basis, before children arrive and ensures conditions are safe before she takes children out. The childminder maintains the required documentation and records particularly well. This helps her organise her practice and ensure children are safe and cared for effectively. This approach also helps keep parents informed about how she cares for their children. A previous inspection raised an action relating to fire evacuation procedure. This procedure is now very good, for example, the fire safety log includes names of all children present at each practice, well as, dates and times of fire drills. This means the childminder can ensure all children understand and practise the process.

The childminder is highly dedicated and committed to continually improving the service that she provides for children and their families. She fully understands her responsibility to meet the learning and development requirements of the Early Years Foundation Stage. For example, she uses the guidance to accurately assess children's progress against those levels of development expected for their age and continually adapts her practice to enhance children's development further. This means children's progress is good or better than good in all areas of learning relative to their starting points. However, should children not make expected progress, her tracking systems enables her to identify this quickly so she can obtain support from external agencies to help close any gaps quickly. The childminder also reflects on her own practice. She actively seeks training to enable her to keep up to date with developments and further enhance her strong practice. For example, she is registered to attend a course on diversity and equality to further enhance her understanding of this subject.

The childminder builds good relationships with parents and regularly exchanges information with them. This helps her ensure that she can successfully meet their children's individual care and learning needs. Parents are very pleased with the service she provides. The childminder also has good links with the local school. She exchanges information and links her planning with activities children are doing at nursery when children attend both settings. This helps support children as they move on to the next stage of their education.

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	EY394323
Local authority	Calderdale
Inspection number	821880
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	09/12/2009
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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