

<b>Inspection date</b>	11/06/2014
Previous inspection date	18/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are happy and confident. This is as a result of positive relationships with the childminder during the initial settling-in period and through her ongoing positive interaction.
- Children's understanding of the world and all-round good health is enhanced through a variety of outdoor play experiences.
- The childminder promotes children's welfare by ensuring the home is safe and secure and through being able to recognise possible signs of abuse or neglect.
- Positive partnerships are established with parents, which ensures a shared and consistent approach to children's care and learning.

### **It is not yet good because**

- The childminder does not have a secure knowledge of reporting concerns of a child protection nature, to fully ensure children's welfare.
- Children's learning and development is not fully supported with regards to the use of resources and space and the arrangements for completing the progress check for children aged between two and three years.
- There is scope for the childminder to share more precise information with other providers, to promote even stronger partnership working.

## 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 and care routines in the lounge and bathroom.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and carried out a joint observation with the childminder.
- The inspector looked at evidence of suitability and a selection of policies, documentation and children's records.
- The inspector took account of the information provided in the childminder's self-evaluation document and local authority visit summary.

## Inspector

Rachel Ayo

## **Full report**

### **Information about the setting**

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 17 and 13 in a house in the Northharam area of Halifax. The childminder uses the whole of the ground floor, first floor bathroom and a rear enclosed garden for childminding. The childminder attends toddler groups and visits local shops, the library and parks on a regular basis. The childminder has two cats. There are currently a total of seven children on roll, of whom five children are in the early years age group and attend for a variety of sessions. The childminder is open all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

### **What the setting needs to do to improve further**

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

- ensure that child protection arrangements are more robust, for example, by being fully aware of what having lead responsibility for safeguarding children means, in order to ensure that the appropriate authorities are contacted where concerns arise, in order to effectively promote children's welfare
- ensure there is a balance of adult-led and child-initiated activities across the seven areas of learning, for example, by improving the organisation of space and resources, in order to provide good levels of challenge and meet all children's individual needs and reflect their interests and stage of development
- improve the effectiveness of the progress check for children aged between two and three years, in order to ensure a more robust assessment process for reviewing children's development, for example, by developing knowledge and understanding of how this links to the Healthy Child Programme health and development review at age two and of how parents can share information with other professionals.

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

- enhance communication with other providers, for example, by sharing more precise information about children's individual next stages of learning, in order to develop a more effective shared and consistent approach.

## Inspection judgements

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

The childminder has an appropriate understanding of the areas of learning and how children learn. Consequently, she plans a variety of play experiences which support children's learning and development, mainly based around topics. The childminder places a strong emphasis on outdoor learning, providing a variety of visits within the local and wider community that complement children's learning. For example, children go to the farm, observe baby chicks at the farm shop and visit the garden centre and post office. However, the majority of activities are adult-led and there is less successful planning for indoors, in order to fully support children's learning as they lead their own play. Children do enjoy and show interest in the adult-directed arts and craft activity of making a pirate ship with a cardboard box. However, the organisation and range of resources they can readily make choices from lack variety. They are not effective enough in providing good quality learning experiences, and in keeping children motivated and engaged. This is especially noticeable with younger children. This means that children are not always fully supported in acquiring the skills and capacity to develop and learn effectively and be ready for the next stages in learning.

The childminder finds out what children know and can do on entry through sharing information from parents and completing a baseline assessment on a tracking document. This is followed by regular observation and assessments, reflected in records of learning. These show that children are working comfortably within the typical range of development expected for their age. The childminder reflects children's next steps in individual planning, however, this is not always transferred to her practice. As a result, children make satisfactory, rather than good progress. Children's records of learning are readily accessible to parents and they are provided with regular updates on their children's progress and next steps for learning. Consequently, parents can support these at home, in order to promote continuity in children's learning. The childminder completes and shares the progress check for children aged between two and three years, in order to identify any emerging development concerns and ensure early intervention. However, the childminder does not fully support this assessment process. This is because she does not have a secure knowledge as to how this is used to inform the Healthy Child Programme, health and development review carried out by health visitors. In addition, she is unaware of encouraging parents to share this with other professionals.

The childminder shows an interest in what children say and do and appropriately supports their learning. For example, as they express their imagination and creativity the childminder encourages them to decide how they would like to decorate the cardboard box to make the pirate ship. She extends children's learning by asking them to think about how they might make a flag. She suggests ideas as children rummage through a box of materials, such as making a shiny flag. The childminder supports children's understanding of shape, space and measure as she talks about being able to make two flags on the large piece of paper. As the childminder hands out paintbrushes, she supports children's early skills in mathematics as she asks how many there are. Children enjoy making marks with the paint. They develop early literacy skills and practise their hand and eye coordination as

they use the paintbrush or dab on paint using a sponge. As children become a little restless and indicate they have finished painting the box, the childminder responds to this by introducing pirate outfits and offers props, such as cardboard tubes for children to use as telescopes. Older, more able children demonstrate their understanding of the world as they talk about maps and make their own island with a piece of cloth. The childminder models language appropriately, in order to support younger children's developing communication, for example, as they play with a doll.

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

Children are at ease in the childminder's adequately welcoming home. This is because they attend settling-in visits, in order to build up secure relationships with the childminder and become familiar with a new environment. There is appropriate consultation with parents during this time, in order to find out about, and meet children's individual needs including their likes, dislikes and interests. Care practices are in line with those given at home, which means that children are happy and feel secure as a result of consistent care. The childminder holds positive relationships with other providers, in order to support children as they move on to a new setting, such as school, or when there is shared care. This ensures their continued sense of security. Although arrangements for sharing information about children's individual next steps for learning is not as well developed. The childminder makes sure that all children are given equal attention. Consequently, children develop confidence and self-esteem as a result of feeling valued.

Children behave appropriately for their age and the childminder supports them to socialise, play and learn together and develop control over their actions. For example, during group projects, such as creating a pirate ship, older, more able children have clearly formed a strong friendship as they share ideas and talk about what they are doing. They also enjoy building together with construction toys. Younger children observe their older peers, engaging in parallel play alongside them, imitating the things they do. Children do, however, become a little boisterous at times because readily available toys are too mundane, and therefore, are not stimulating enough to sustain their interest. This has an impact on their active learning. Children are generally developing a sense of personal safety, although sometimes need a gentle reminder, for example, when they become a little silly with plastic toy tubs. The childminder acknowledges children's achievements and offers praise and encouragement. Consequently, she shows children that she values positive behaviour, such as helping to tidy up.

Children readily manage their own personal needs relative to their ages and are engaged in appropriate hygiene routines, in order to learn how these contribute to a healthy lifestyle. Young children are supported by the childminder in taking part in these routines. Although children bring their own packed lunches, the childminder offers healthy snacks to encourage children to make suitable choices about what they eat from an early age. She also encourages them to manage their own hydration by ensuring their cups are readily accessible. She provides ample outdoor play, in order for children to benefit from fresh air and learn about the positive effects of exercise. As they use more challenging equipment in local parks, children learn about risk taking as they develop confidence in their large physical skills.

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

The childminder has an adequate understanding of the Early Years Foundation Stage. Consequently, she meets her responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage in most respects. She undertakes suitable risk assessments to promote children's welfare and ensures that children are appropriately supervised to minimise accidents. She undertakes regular evacuation practises, in order to ensure that she can exit promptly to keep children safe. These are clearly logged and evaluated as part of ongoing risk assessments. The childminder keeps her safeguarding training updated, in order to ensure that she can identify concerns of a child protection nature. The childminder has clear written safeguarding policies and procedures. However, she is unable to confidently identify the appropriate agencies that she should liaise with to seek advice, in order to fully promote children's welfare. The childminder ensures that any child in the household reaching the age of 16 years is subject to Disclosure and Barring Service checks. Consequently, their suitability can be determined, which contributes to safeguarding arrangements.

Records required for the efficient and safe management of the childminding are adequately maintained. The childminder reviews her practice satisfactorily through informal self-evaluation that includes exchanging ideas with other childminders and linking with the local authority. Although, her own assessment of her provision is not fully accurate, resulting in some weaknesses. The childminder demonstrates an appropriate commitment to the continuous improvement of children's achievements over time, identifying specific training, such as early language development, to support children's individual needs. The childminder seeks parent's view informally, in order to ensure she is open to any suggestions to improve her service.

Parents are appropriately informed about different aspects of the childminding service when their children enrol. Daily face-to-face exchanges keep parents suitably up to date with their children's care, in order to promote a shared and consistent approach. The childminder has a secure knowledge of liaising with other professionals, in order to ensure that children receive any additional support with their development. The childminder has established close links with providers where children attend other settings. For example, information is exchanged about children's interests and any topics they are taking part in. Consequently, the childminder can complement and balance children's experiences with those in other settings. However, more precise information about children's individual next steps for learning is not shared. This has an impact on the childminder's ability to share and gain a full picture of all of a child's achievements, in order to provide greater continuity in their learning and help them make the best progress possible.

### **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>	EY315994
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	820462
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/03/2009
<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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Piccadilly Gate  
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