

Inspection date

Previous inspection date

20/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 quality of teaching is good. Children are engaged and happy because the childminder knows them well and successfully plans experiences which stimulate their individual interests.
- Children benefit from warm, caring attention from the childminder. They are settled in her care, demonstrating they feel safe and are able to form secure positive attachments.
- The childminder has robust procedures in place for safeguarding and understands her responsibilities well in regard to protecting children. She has clear written policies in place and these are shared with parents.
- Relationships with parents are good and they speak positively about the childminder. Information regarding children's care routines and daily experiences is shared through daily diaries, and parents use these to convey key messages effectively.

It is not yet outstanding because

- There is scope to develop how some of the resources are presented in the home to further enhance children's learning and enable them to have even greater opportunity to make their own choices.
- There is scope to enhance younger children's literacy skills by developing a more print-rich environment.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the childminder and looked at children's development records, evidence of suitability and qualifications and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Donna Green

Full report

Information about the setting

The childminder registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and three years in Greetland, Halifax. The ground and first floor are used for childminding purposes. The playroom is located on the ground floor and bathroom is located on the first floor. There is an enclosed outdoor play area. The childminder attends toddler groups and activities at the local children's centre. There are currently two children on roll who are in the early years group and attend a variety of sessions. The childminder provides care to children between the hours of 7.30am to 6pm Monday to Friday, except for family holidays and bank holidays.

What the setting needs to do to improve further

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

- enhance children's independence and self-choice, for example, by reviewing how some resources are presented to make sure that they are more easily accessible
- build on opportunities for younger children to develop their emerging literacy skills, for example, by providing an environment rich in print, both inside and outdoors.

Inspection judgements

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

The childminder has a thorough knowledge of the Early Years Foundation Stage. She uses this effectively to support children's learning and development. She uses information from parents and formative observations of children's achievements to carefully monitor their progress. The childminder effectively identifies the next steps in their learning and provides learning experiences that are purposeful and developmentally appropriate. As a result, children are motivated and interested and they make good progress in their learning and development. She shares observations with parents and carers on a daily basis and this gives them opportunities to look at and contribute to their child's records. The childminder actively encourages parents and carers to be involved in their child's learning. This is through daily updates of what children are doing, text messages and communication diaries. As a result, parents are able to repeat and extend and record such experiences at home.

There are an appropriate range of resources available for young children and babies to access, including books, role play kitchen, large mark making area and musical instruments. All children are able to confidently self-select resources and the childminder provides rich opportunities for them to explore and experiment freely. However, there is

room to develop this further because some resources are kept in unlabelled boxes with lids so children cannot easily see what is inside. In addition, the environment lacks print. This means children do not have as many opportunities to see that print has meaning and to make connections between words and objects. The childminder is very effective in her interactions with children and places a strong emphasis on following the child's lead during play. The childminder takes every opportunity to teach the children things; for example, when cutting their sandwiches she asks them how many pieces saying 'one, two, three, four' and 'four quarters'. As a result, the children are developing early mathematical awareness of number, space shape and measure. The children enjoy mark making in the outdoors as they walk in paint and make foot prints. They mix colour with their coloured foot prints, use a range of mark making tools and observe the changes. As a result, they are learning about expressive art and design through experimenting with media and materials. The childminder places a strong emphasis on allowing children to respond in their own time; therefore, children are active participants in their own learning.

Children play in large open spaces outdoors on ride-on toys and have access to sand and water play. They enjoy hiding in play houses and bouncing on the trampoline. The childminder supports children's physical development well. As a result, children have frequent opportunities to visit playgroup sessions and parks within the local community, this gives them the skills they need for future development.

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

Children settle well due to the effective support given. The childminder gathers information from parents and carers so that she can meet children's needs. For example, parents complete an 'all about me' file before children begin to attend. The childminder has a highly effective settling-in process and children are able to visit with parents for several occasions before they formally start with the childminder. The childminder also visits children in their own home to ensure children settle well. She is encouraging and friendly with the children and gives them lots of attention. As a result, the children are emotionally secure and comfortable and feel valued. The childminder gives children regular praise during play, to boost their self-esteem and confidence. She has clear consistent methods for managing behaviour and supports parents and carers to consistently manage their child's behaviour at home. As a result, the children behave very well for their age and stage of development, while learning to keep themselves safe.

The childminder offers children a variety of opportunities to become school ready during her care. She takes children on the school run and has established excellent working partnerships with local schools. The childminder places a strong emphasis on children's independence skills during her daily practices and this helps to gradually prepare children for the transition to school. For example, she teaches children to dress and undress, provides them with opportunities to build their social skills and to be independent at mealtimes. As a result, children are emotionally prepared for school and have the required skills of independence.

The childminder ensures that children's hands are washed before mealtimes and after toileting. As a result, children are aware of their own personal hygiene needs and are

developing good personal hygiene. Healthy drinks and snacks are provided for children, for example, children eat strawberries and grapes at snack time and they drink either milk or water. The childminder provides children with fresh home cooked meals on a daily basis. Children sit calm at mealtimes and eat well. As a result, children are developing excellent manners and developing early independence skills. The childminder teaches children to be safe. For example, she ensures they wear sun cream and hats when playing outdoors on a hot day and explains the reasons why. Consequently, children are learning about safety in the sun.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements them well to promote children's safety. She has a range of effective policies and procedures in place to ensure children are safe. The childminder is knowledgeable and able to give appropriate examples of possible indicators of signs of abuse or neglect. The childminder displays safeguarding information in the home and knows what to do if she has any concerns. The childminder is first-aid trained and displays her certificate in the home. She has attended health and hygiene training and holds a 5-star food hygiene rating. The premises are secure and well maintained and the childminder regularly reviews her risk assessments for both premises and outings to promote children's safety. As a result, children are safe.

The childminder accesses regular supervision and mentoring from the local authority. This has had a positive impact on the quality of support for children's learning and development. The self-evaluation is clear and accurate. The childminder demonstrates a clear commitment to improvement and uses the local authority to ensure she keeps up to date with new legislation and to access training, such as safeguarding. Through the use of a questionnaire the childminder formally seeks the views of parents in regard to her services, areas of improvement, meeting their childcare needs and how she meets individual children's needs. As a result, good quality information is shared and parent partnerships are strong.

The childminder provides detailed information for parents and carers about the care, learning and development of children and how the setting is run. This includes a welcome pack containing information about the educational programme, policies and procedures. Parents and carers receive useful updates about what their child has been doing during the day. Parents and carers report that they are happy with the flexibility of service the childminder offers, that they feel their child is safe and their child makes progress. Parents comment that the childminders communication is very relaxed and informal. As a result, they feel confident to discuss any issues. The childminder is aware of the importance of engaging in partnership with other agencies to ensure appropriate interventions for children who may need additional support.

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	EY471526
Local authority	Calderdale
Inspection number	950179
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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