

Inspection date	24/06/2014
Previous inspection date	25/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 children are enthusiastic learners because the childminder provides good opportunities for them to independently access resources. Through her positive interactions, she questions, encourages and challenges children's learning through planned and self-chosen activities.
- Children's good relationships with the childminder support them in feeling safe and emotionally secure in her care. The childminder provides continuity and a home from home environment that reflects parents' wishes and children's individual routines.
- The childminder works well with her co-childminder to ensure she offers high adult-to-child ratios, ensuring children receive one to one support and heightened levels of supervision, contributing to keeping children safe.
- Since her last inspection, the childminder significantly improves and sustains her understanding of her responsibilities in promoting and safeguarding children's welfare and learning. As a result, children are safe and progress well.

It is not yet outstanding because

- There is room to use the information collated in progress reviews to an even greater extent, to identify rich and varied learning experiences for all areas of learning.
- The childminder does not always embrace opportunities for children to extend their learning and understanding of diversity, special events, customs and the lives of people who live in their community.

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 observed children playing indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, self-evaluation and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and others working or living on the premises.
- The inspector took account of the views of parents through discussions with the childminder and from information on cards and letters.

Inspector

Helen Blackburn

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 15 years and seven years in Greenside, Huddersfield. The whole of the lower ground floor and rear garden is used for childminding. The childminder has a pet dog. She works alongside her mother who is also a registered childminder. The childminder visits the shops, park and other places of interest with children on a regular basis. She takes children to, and collects them from local schools, nursery and pre-schools. There are currently seven children on roll; five of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- use information gathered through ongoing reviews of children's progress more effectively to identify clear, precise and sharply focused next steps for all areas of learning to promote rich and varied learning experiences

- enrich activities, opportunities and experiences for older children to learn about special events, customs and ways of life of their friends and other people who live in their community so that their understanding of the world, diversity, people and communities is exceptional.

Inspection judgements

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

Following the last inspection, the childminder has extensively read relevant documentation and sought regular support from a local authority representative as a way to significantly improve her understanding of the learning and development requirements. As a result, the overall quality of teaching is good because the childminder has a much better understanding of how young children learn and develop. Therefore, children make good progress in their learning and readiness for school, given their starting points and capabilities. The childminder is actively involved in children's play and she uses this time to skilfully encourage, question and challenge children in their learning and development. For instance, when playing outdoors, she engages children in conversations and encourages them to talk about environmental noises, such as the sirens of the passing emergency vehicles. As a result, children try to guess which emergency vehicle it is and why they have their sirens on. These activities effectively encourage children to think for themselves so that they become active learners, while also promoting their communication and

language development. The childminder regularly observes children and links her observations to the areas of learning. Every three months she tracks children's progress to obtain a clear overview of children's development. The tracking of children's progress every three months is new and therefore, not yet fully embedded in practice. As a result, there is scope to enhance how the childminder uses the information from these tracking records to ensure she identifies clear, precise and sharply focused next steps across all areas of learning. Currently, the childminder's emphasis when planning for children's learning is focused on the prime areas, literacy and mathematics. Therefore, there is room to maximise children's learning experiences to make them even more rich and varied to promote even swifter progress.

Children have good opportunities to make safe and independent choices in their play. As a result, children are enthusiastic learners who eagerly initiate activities, which the childminder then builds on to extend their learning. For example, when children show an interest in building with the bricks, she introduces number, shape, colour and size to support children's mathematical development. Overall, the childminder ensures children access a good variety of resources and activities. However, there is room to optimise children's learning even further, particularly when promoting children's development in understanding the world. Currently, the childminder is not always embracing all opportunities for children to learn about a wide variety of customs and lives of people who live in their community. Children use their imagination, for instance, older children take their babies for a walk in their prams and they enjoy playing with puppets. In addition, younger children enjoy exploring different textures, such as paint, sand, water, art and craft materials as a way to express their own ideas and creativity. These activities effectively promote children's development in expressive arts and design.

The childminder has good relationships with the parents. Since her last inspection, she maintains written records of children's progress, such as her observations, assessments, tracking information and a progress check for children aged between two and three years, which she routinely shares with parents. Therefore, parents are kept well informed about their child's learning and development so that they can support this at home. Parents know what to expect from the service through their open discussions with the childminder and through a number of written policies and procedures.

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

The childminder has good relationships with the children. When settling children, her transition arrangements are flexible to take into account their individual needs. The childminder gradually builds up the time children stay with her so that they become confident and familiar in their new surroundings. The childminder ensures she introduces children to all adults who will be caring for them, such as her co-childminder. She gathers good information from parents about children's individual needs, likes, routines and any parental wishes. She skilfully incorporates these into the childminding day so that she promotes continuity and a home from home environment. In addition, she uses a diary and plenty of discussions to ensure she keeps parents up to date with their child's care arrangements and activities they experience on a daily basis. These effective transition arrangements, information sharing and close relationships contribute to children feeling

safe and emotionally secure. This positively influences children's personal, social and emotional development, which supports children in embracing their future learning. This is because the childminder encourages children to be independent and confident learners who have the self-assurance to embrace change.

The children have a good understanding of the importance of leading a healthy lifestyle. Through everyday routines, such as hand washing, the childminder teaches children about why they need to adopt good personal hygiene practices. Through healthy and nutritious meals, the childminder promotes children's health. For example, children thoroughly enjoy meals that include chicken, meat, pasta, potatoes and plenty of fruit and vegetables. Children have good opportunities to play outdoors and engage in physical activities. They enjoy playing in the garden, going on walks and visiting the park on their way back from nursery or school. These opportunities enable children to be active; they support their physical development and ensure children enjoy the health benefits of playing in the fresh air.

Children behave well, they are polite and they have respectful relationships with the childminder and their peers. This is because the childminder provides consistent boundaries and routines so that children know what she expects of them. Through praise, she celebrates their achievements and this means children have high self-esteem and confidence in their own abilities. The childminder handles minor disagreements well, such as reminding young children that it is kind to share the resources with their peers. This supports children in having cooperative and harmonious relationships. The children have a good understanding of how they can keep themselves safe. They take part in regular fire evacuation practises and they adhere to good road safety procedures when on outings and walks.

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

Since the last inspection, where the childminder received a number of actions to improve and two subsequent monitoring visits, the childminder has accessed safeguarding training and she has obtained all relevant documentation relating to the safeguarding and welfare requirements of the Early Years Foundation Stage. She has also sought advice from a local authority representative, who has carried out a number of visits. This has had a significant impact on her service and her understanding of her responsibilities in meeting the safeguarding and welfare requirements. As a result, the childminder has improved her practice and outcomes for children. Through training and devising written safeguarding policies, she now has a good understanding of child protection issues. She is aware of the possible signs of abuse, and she now knows the procedures for reporting concerns to appropriate agencies. This knowledge and understanding of safeguarding issues, contributes to her protecting children from harm. The childminder provides a safe learning environment for children to play. She manages this effectively because she conducts regular safety checks and risk assessments. In addition, she works well with her co-childminder, working to good adult-to-child ratios to promote high levels of supervision for children. These arrangements keep children safe and minimise the risk of accidents and injury. Following her last inspection, the childminder now maintains and implements a

number of written policies and procedures based on her new understanding of the Early Years Foundation Stage. For example, her policies clearly outline how she handles concerns, manages children's illness and promotes equality.

The childminder is also much more proactive in monitoring her service and children's progress. She now regularly observes children and tracks their progress so she is aware of their abilities and skills. Her improved understanding of the areas of learning means she recognises how the different activities she provides support children's development, such as using baking activities to help children learn about weight, measure and volume. She obtains and records all relevant information about children and through accessing safeguarding and first aid training, she has significantly improved her understanding of how to keep children safe and well. In addition, through working closely with the local authority representative, she continues to explore ways to sustain and improve her practice. For example, she has introduced a new form to gather information about children's starting points and has developed a number of written policies and procedures. Through monitoring children's progress and making use of the internet for ideas, she is beginning to explore other aspects she can improve on, such as her plans to increase children's opportunities to engage in planting and growing activities. Furthermore, the childminder is also making better use of self-evaluation to help identify her strengths and weaknesses.

The childminder welcomes any feedback from parents in regard to improving her service and comments from parents are positive. Parents say their children are happy, that the childminder is caring and that she helps children to progress well and be confident. The childminder has regular discussions with other settings children attend, such as school or nursery. For example, she works in partnership when managing children's behaviour. In addition, she looks at children's activity books so that she can talk to children about their experiences in school. This contributes to promoting continuity in children's learning and care. The childminder also understands the importance of working with other professionals or external agencies if children need additional support or help. This enables her to support all children in their learning as any specific requirements are promptly addressed.

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	EY252786
Local authority	Kirklees
Inspection number	976961
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	25/11/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

