

Inspection date

25/06/2014

Previous inspection date

02/02/2010

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 is skilled in teaching and provides effectively for children's learning, development and care needs. As a result, children make good progress across the areas of learning and particularly in communication and language.
- Consistently high expectations of children's behaviour and positive relationships ensure that all children are emotionally secure and well-behaved at all times so that they are ready to learn.
- The childminder creates an inclusive environment in which children and families are welcomed. Effective sharing of information between parents and the childminder contributes positively to continuous learning for children in their homes and in her home.
- The childminder regularly reflects on her provision and through effective self-evaluation identifies strengths and areas for development, to ensure continuous improvement in her practices.

It is not yet outstanding because

- Opportunities for children to develop skills in simple addition and subtraction and to begin to solve mathematical problems, such as doubling or halving, are fewer.
- The spacious outdoor area is not used to its maximum potential and opportunities are missed to provide a broader range of activities to promote development across the areas of 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 downstairs playroom, the kitchen and the outdoor area.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records and a sample of documents, including children's assessment files, planning documentation, the childminder's self-evaluation form and policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of those living in the household.
- The inspector took account of the views of parents in written feedback to the childminder.

Inspector

Joan Haines

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14 years, seven years and four months in a house in the Elland area of Halifax, West Yorkshire. The whole of the ground floor, the bathroom on the first floor and the secure rear garden are used for childminding. The childminder is regularly assisted by her husband and occasionally by her sister, before school in the morning. The family has a dog as a pet. The childminder attends nearby playgroups. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am 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:

- enhance the provision for mathematics to provide children with more opportunities to practise and improve their skills in simple addition and subtraction and to begin to solve problems, such as doubling and halving
- extend learning opportunities in the outdoor area, for example, by providing further opportunities for writing, use of books and creative activities to broaden children's learning in the outdoor environment.

Inspection judgements

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

The childminder has good knowledge and understanding of the Early Years and Foundation Stage. She is skilled in teaching and all children make good progress across the areas of learning. Children play happily and contentedly for good periods of time. They concentrate, use their imagination and play well together. For example, as two children play in the space beneath the slide, they become fully absorbed in their imaginative play, pretending to be in a castle and imagining what they will make for lunch. The childminder is highly skilled in developing children's speaking and vocabulary. She models good spoken language, questions children effectively and takes every opportunity to introduce new words. Children speak openly and confidently to each other and to the childminder. For example, during lunch one child says 'I need a spoon for my yoghurt' and the childminder responds positively and immediately. In the outdoor area children show development of their physical skills as they move around confidently on small bicycles and roll the hoola

hoop to each other. However, the outdoor area is not used to its maximum potential and opportunities are missed to promote learning and development across the areas of learning. Children effectively learn about the world through visits to the park, local playgroups and places of local interest. They are skilfully encouraged to count in their daily activities. For example, in the build-up to the Tour de France, they count how many yellow bicycles they see in the streets. They develop good awareness of number, shapes and size through playing with a good variety of mathematical resources. However, opportunities for children to develop skills in solving problems, including simple addition and subtraction, are limited and this means that children's development of early mathematical skills is not fully promoted.

The childminder makes accurate observations of children's achievements, effectively assesses their progress and plans effectively for the next steps in learning. She is well-informed about children's starting points through visiting children in their homes and information provided by parents in an 'Early years passport'. The childminder is well-informed about themed activities that children are engaged in at school, such as 'summer of sports'. She skilfully uses this information to provide linked, stimulating activities in which children learn about football, tennis and cycling. Children experience ample free choice in their play and express themselves creatively using a good variety of toys and resources that are easily accessible at their height. They share toys and resources fairly and as one child hands out bean bags, they point out that 'This is mine' and 'This is your blue one'. The childminder is a good role model demonstrating how to behave calmly and with respect for others. Children's suggestions for good behaviour are clearly displayed on the wall and fridge, including 'be kind' and 'be friends'. Their behaviour shows that they abide by these 'rules' and they behave well at all times. The childminder provides well-organised environments and children confidently move around the play areas indoors and outdoors. They pay attention to the childminder, enjoy talking, relate well to each other and engage fully in their activities. This ensures that they develop a good range of skills that prepare them well for school or the next stage of learning.

Parents are kept well-informed each day about children's routine, activities and progress through a daily diary. Individual children's learning journey files, including photographs and details of children's achievements, are effectively shared with parents. Through written feedback parents demonstrate how they positively value these attractive and informative files and the childminder's contribution to their child's development. The childminder ensures that there is effective exchange of information, advice, guidance and ideas to ensure continuous learning between home and in the childminder's care.

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

Children develop a positive relationship with the childminder and older children encourage and help younger children. Clear settling-in procedures, including visits to children's homes, ensure that children quickly become comfortable in this environment. The childminder is constantly attentive, kind and encouraging to all children. She is consistent in her high expectations of children's behaviour so that all children are settled and behave well. Children's individual needs are well understood and the childminder provides

effectively for their personal care needs. All children progress well in their development of independence skills, for example, from using the potty to using the toilet by themselves. The childminder is consistently supportive to children and children show emotional security as they play happily by themselves and with each other. Thorough daily and weekly risk assessments of the environments and resources ensure that children are safe as they play and learn. The childminder is knowledgeable about how to protect children from harm and what to do if concerned about a child's well-being. Children are actively encouraged to play with respect for each other, following clear rules, such as 'share and be polite '. The culture in the childminder's home is inclusive and welcoming to all children and families. As a result, children are safe, protected and emotionally secure in her care.

Information and advice about children's diet and eating habits is effectively shared between parents and the childminder. This means that children are effectively encouraged to broaden their eating habits to include, for example, eating fruit and vegetables. Children of all ages clearly enjoy eating together and they use this time well to eat and socialise. The outdoor area is spacious and children benefit from good opportunities to exercise, enjoy the fresh air and develop their physical skills while moving with confidence and gain an awareness of themselves and others. Regular trips to local play centres and playgroups provide further good opportunities for children to enjoy an active lifestyle.

The childminder positively supports children's transitions, preparing them well for their move to school or the next learning environment. Children walk to the local schools each day to collect older children and they effectively become familiar with the school environment. The childminder talks to children about school and actively seeks planning documents from local schools. She uses this information well to provide activities linked with children's learning experiences at school. In these ways, children are effectively prepared for their move to school or their next stage of learning.

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

Children are effectively protected from harm as the childminder is up-to-date and knowledgeable about her safeguarding responsibilities. There is a clear safeguarding policy, underpinned by recent training and this effectively guides daily practices so that children's safety is assured. The childminder keeps a record of all visitors to her home and ensures that only suitable people are in contact with children. Thorough and effective risk assessments ensure that the indoor and outdoor environments are safe and secure. Specific risk assessments are conducted for outings and the childminder effectively uses a four stage risk management process, including identifying hazards, who could be at risk, what actions have already been taken and what further action is necessary to minimise and manage risks in her home and on outings.

The childminder holds an appropriate childcare qualification and is experienced in childcare both as a professional and as a parent herself and this impacts positively on her provision. She has improved her ability to self-evaluate her practices and provision since the last inspection. For example, she actively seeks the opinion of others, including her

assistants and a local authority support worker, to effectively identify her strengths and areas for development. The childminder uses this information well to reflect on and evaluate her provision and is seeking further training to ensure that her practice is continuously improving and developing. Recent learning from training courses relating to the Early Years Foundation Stage, safeguarding, first aid and continuous provision is effectively applied by herself and disseminated to her assistants, to ensure that children's safety, care, learning and development needs are well provided for.

Communication with parents has improved since the last inspection and effective sharing of information between parents and the childminder ensures continuous learning between their home and in her home. The childminder creates a warm and welcoming environment in which parents are encouraged to stay to settle children into her home. Through effectively implementing advice and guidance received through working with a local authority support worker, methods of observing and assessing children's achievements and progress have improved since the last inspection. This means that the childminder is well-informed about children's progress and provides well for the next steps in their learning. There are good relationships between the childminder and local schools so that the termly planning undertaken in school is shared with the childminder and this adds positively to her provision. Written feedback from parents demonstrate how much they value her contribution to their children's care and development.

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	EY394670
Local authority	Calderdale
Inspection number	879217
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	02/02/2010
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

