

Inspection date	10/07/2014
Previous inspection date	19/05/2008

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		1
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

- Teaching is good. The childminder provides a very good range of activities that stimulate and engage children in their play very well. Consequently, children are highly motivated to explore, learn and develop. Therefore, they make very good progress.
- Children are extremely happy, confident and self-assured in this very homely and welcoming environment. They have strong attachments to the childminder, who is very caring and attentive to their needs. This enables children to explore their environment with confidence as their independence skills and emotional well-being are supported exceedingly well.
- Children are well protected because the childminder has a good understanding of the safeguarding and welfare requirements, which she implements effectively in her daily practice.
- The childminder builds strong relationships with the parents and shares information regularly to keep them fully informed about their children's progress.

It is not yet outstanding because

- There is scope to enhance the strategies used to engage parents in their children's learning at home.

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 spoke with the childminder and children during the inspection.
- The inspector took account of the views of parents from their letters and parent questionnaires.
- The inspector considered the self-evaluation form and audits completed by the childminder.
- The inspector looked at a sample of policies, documents and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, and son aged 16 years in Batley, West Yorkshire. The whole of the ground floor of the home is used for childminding. The rear garden is used for outdoor play. The childminder visits the shops and park on a regular basis. There are currently five children on roll; of whom, three are in the early years age group and attend for a variety of sessions. The childminder operates all year round except for family holidays. The family has a cat and a dog. The childminder 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 ways that parents are engaged in children's learning at home, for example, by providing ideas for activities and learning aids that parents can borrow to maximise their children's learning.

Inspection judgements

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

Children are happy and engaged because the childminder provides a wide variety of experiences that motivate them and capture their imagination. The quality of teaching is good and the childminder knows the children in her care very well. The childminder seeks detailed information from parents when children begin at her setting. This information is used as part of childminder's initial assessments of the children to enable her to identify their starting points and from which she measures their progress. The childminder makes regular observations of the children and tracks their progress across all areas of learning. She uses the information from her observations to identify children's next steps for their learning and devises individual educational plans. Consequently, children make good progress and develop their skills in readiness for school. The childminder regularly shares information with parents about their children's development through a variety of means, such as discussions, and parents also have access to their child's development records. Parents are encouraged to add their own observations of their children's development, which are used to inform the planning of the activities. In addition, the childminder completes progress checks for children between the ages of two and three years and parents are involved in the process. This ensures continuity of care and learning and identifies any additional support a child may need. Although, parents are given some support to enable them to extend their children's learning at home there is scope to extend this further. For example, by giving parents ideas or resources for activities to do at home to maximise children's learning.

The childminder supports children's learning effectively through meaningful conversations during play. She asks them appropriate questions to extend learning and gives children time to think and respond in their own words. This helps children's creative thinking and develops their communication and language skills effectively. For example, as children eat the pizzas that they made for their lunch, the childminder asks 'can you remember how we made the pizzas?', 'what ingredients did we use?'. The childminder also effectively models the creative thinking process by commenting as she plays with the children, for example, 'I have an idea', 'what do you think?' and 'what about if...?'. This ignites children's enthusiasm to play and explore and not settle for one outcome to an activity, which enhances their thinking processes.

Children learn about growth and decay and changes over time as they plant flowers in the garden. They are aware of some aspects of nature as they confidently state that 'flowers will die if they do not have water to drink'. They develop their hand and eye coordination as they pour water into different containers and learn about capacity and quantity when the childminder talks with them about the containers being full, half-full and empty. The childminder encourages children to observe patterns that the water makes on tissue paper, and they talk about the changes that occur as it dries in the sun. Consequently, children learn about the world around them and how things happen. Children are encouraged to solve problems as they play. For example, as children play with the dough the childminder asks them 'how can we share the dough between us?'. After discussion the children decide to cut off pieces of the dough in varying colours, using the knife, so that they each have the same amount. Children learn about numbers and shape as they play. The childminder helps them identify the shapes that they use to cut the dough and they count how many seeds they have made as they pretend to plant them.

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

Children are very happy and extremely settled in the childminder's care. This is because she offers a gradual settling-in period, which helps children to feel safe and comfortable in her home. Children enjoy the childminder's company and are very responsive to her support and reassurance. For example, they regularly approach her for cuddles and to show her what they are doing. Children are also prepared very well for their move on to school or nursery. For example, the childminder escorts children on visits to the school and talks with them about the classrooms and teachers. They are also encouraged to express their thoughts and feelings through role-play activities. In addition, the childminder ensures that self-care skills are very well established. For example, children learn to hang up their own coats and bags, and dress themselves. Children are extremely independent in the childminder's home. They help prepare their own lunch and snacks. For example, at snack time children sit and peel the tangerines and cut the apples before sharing them out equally between the dishes. They also enjoy wiping the table after snack as they learn about good hygiene practices.

The environment is very child-friendly to ensure that children can be independent. Resources are plentiful and are stored in clearly labelled boxes and containers at child height in the playroom. Resources are also enticingly arranged outdoors to address all

areas of development. This supports those children who prefer to play and learn outdoors very well. Children's work and their photographs are attractively displayed, which helps children develop a sense of belonging and a feeling of being valued. Children play well together and are supported sensitively, by the childminder, to learn to share and take turns. For example, the childminder uses group activities, such as playing with the dough and snack time to help children look at ways of sharing and negotiating with one another. In addition, children are praised for being kind and helpful, which boosts their self-esteem and confidence. The childminder helps children to learn about safety during everyday routines. For example, they know that they need to put on sun cream and hats before going outdoors on a sunny day and rub in their sun cream with vigour. They also learn about the safe use of equipment, such as ropes, scissors and knives. Children are encouraged to take risks to boost their self-esteem when they climb on equipment, and run and jump. The childminder also carries out regular evacuation drills so that children know what to do in an event of an emergency. She also introduces children to road safety while on outings to help them learn how to keep themselves safe.

Excellent systems are in place to help children adopt healthy lifestyles. The childminder encourages plenty of outdoor play, which enables children to gain fresh air and exercise. Children develop their physical skills when they visit local parks and play areas where they use a wide range of outdoor play equipment. The childminder supports children well in learning good hygiene practices through everyday routines, such as regular hand washing. Children confidently wash their hands before meals, using the small step to reach the sink, and dry their hands using their own towels. The childminder provides a very good balanced menu of home-cooked meals and healthy snacks that children help prepare. Children talk about food that is good for them and make healthy choices from a range of desserts made available to them. Therefore, children are very well prepared for their next stage in development.

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

The childminder has a high regard in promoting children's safety and demonstrates a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a good range of policies and procedures in place that she updates regularly to further enhance the safety of the children. She follows the Local Safeguarding Children Board procedures in relation to recording and reporting any concerns, and she regularly updates her safeguarding training. All adults in the home are checked to ensure their suitability. Therefore, children are fully protected. The childminder visually checks the premises and records her findings. This ensures that she identifies any potential risks and takes reasonable steps to minimise hazards to children both inside and outside the house.

The childminder effectively monitors and reflects on the quality and impact of the activities she plans and organises for the children. She consistently monitors children's ongoing learning, which makes certain that any gaps in development are identified, and strategies are put in place to narrow any gaps. This ensures that children make good progress. The childminder has a positive attitude towards continuous improvement. She regularly

attends training courses to update her skills and researches any particular interests through publications and the internet. She replenishes toys and other resources frequently to meet the children's changing interests. The childminder receives support from the local authority development officers and acts on any advice given as part of her quality improvement plan. She completes learning and development, and environment audits regularly as part of this process. All of the areas identified for improvement from the previous inspection have been addressed. This ensures that the service she offers meets the needs of all her minded children very well. Parents and children are fully involved in the childminder's self-evaluation process through questionnaires and regular discussions. She acts on any suggestions made, for example, more baking activities have been introduced in response to parents' suggestions.

The childminder has very close and good working relationships with parents. They regularly share information so that children's individual care and learning needs are consistently met. In addition, parents receive very good information about the setting. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. For example, they make comments, such as 'my child is making excellent progress in terms of literacy and numeracy skills' and 'children feel relaxed and at home'. The childminder is aware of how to work alongside other agencies, when relevant, to promote the well-being, care and learning of the children. She works closely with other early years settings that children attend, by sharing information about development and carrying on any learning themes or interests of the children that are identified. This ensures continuity of care and learning to ensure that children reach their full potential.

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	311177
Local authority	Kirklees
Inspection number	957166
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19/05/2008
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

