

Inspection date	04/08/2014
Previous inspection date	12/01/2010

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

- Effective settling-in arrangements help children form close attachments with the childminder. She has a clear understanding of safeguarding procedures. Consequently, children are kept safe and their well-being is promoted.
- The quality of teaching is good. It stems from accurate assessment of children's learning and progress. As a result, children's progress is good.
- Successful partnership working with parents includes effective communication systems. As a result of this, children benefit from a shared approach to their care and learning.
- The childminder manages children's behaviour effectively. As a result, children have a good understanding of rules and boundaries within the setting.

It is not yet outstanding because

- There is further scope to extend the good partnership working with other providers where children attend to maximise continuity in learning.
- The childminder does not fully maximise the use of the space outdoors to offer a greater variety of learning experiences, so that children's developmental opportunities are optimised.
- 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.

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 childminder's home.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's learning journals and a selection of policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications along with arrangements for self-evaluation and improvement.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged five years, in Boothtown, Halifax. The whole of the downstairs and one of the bedrooms on the first floor are used for childminding. She collects children from the local schools. There are currently 10 children on roll, seven of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- strengthen partnership working further to ensure positive working relationships are in place with other providers children attend to enhance continuity in children's learning
- build on the outdoor provision to offer more experiences that provide rich opportunities for sustained, engaged play and exploration for all children
- enhance children's space for play, independence and self-choice, for example, by reviewing how some resources are presented to ensure that they are more easily accessible.

Inspection judgements

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

The childminder has a good understanding of children's individual learning needs. As a result, children of differing age groups and abilities receive good support to help them make progress towards the early learning goals. All children are developing securely within the typical range of development expected for their age, according to their starting points, observations and ongoing tracking assessments. Through these approaches, any gaps in learning are quickly identified and supported. The childminder has a suitable knowledge of how to complete the progress check for children aged between two and three years and is able to share this with parents at the appropriate time. Planning ensures that there is a balance between adult-led and child-initiated activities, which are adaptable and receptive to meet children's needs. For example, children take pleasure in playing with the musical instruments. To support this interest further the childminder provides children with resources to make their own instruments to play. Children's next steps in learning are

identified and used to plan a range of activities. For example, children develop their turn-taking skills as the childminder plays games and encourages children to identify whose turn it is next.

Teaching is good. Consistent communication and close interaction from the childminder during activities, support children's language development successfully. The childminder asks questions, maintains good eye contact with children and uses repetition to aid younger children's understanding during activities. When reading stories she effectively uses open-ended questions to support and develop children's thinking skills. For example, she skilfully challenges children to think about and describe how different jungle animals move. As a result, children's communication and language skills are effectively supported. Children are provided with a range of books, which ignite their interest and there are opportunities to practise early writing skills with a variety of media. Consequently, children are developing the skills necessary to read and write. The childminder supports children well to develop their early mathematical skills as she encourages children to count backwards from 10 when playing hide and seek. The childminder challenges children mathematical thinking effectively, as she encourages them to consider how many whole grapes they have when they are given eight halves. As a result, children's mathematical skills are effectively supported. The childminder engages with children effectively, supporting them as they play and learn within the provision. She actively takes part in imaginative role play and models how to use resources and equipment appropriately. As a result, children's creativity is supported and extended well. Overall, children are making good progress in the care of the childminder and are developing the skills they need for their future learning and the eventual move onto school.

Parents contribute to the assessment of children's starting points and they share children's achievements from home on a regular basis. They are kept well informed of their child's progress through diaries and daily dialogues. This means that parents are fully and effectively involved in their children's learning.

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

Children develop close and caring relationships with the childminder. They settle well because the childminder takes time to find out about children's preferences, needs and routines. For example, information is exchanged with parents during settling-in sessions about dietary needs, allergies and routines, to ensure that these are accurately met. This helps to ensure consistency of care and makes the move from home into the childminder's care an easier process. Children feel safe and thrive in the care of the childminder because they form secure emotional attachments. For example, they seek reassurance when they feel unsure or are tired. The childminder quickly recognises their unease by comforting them and soothing them as they go to sleep. Younger children visit the local primary school when they collect older children, which help to prepare them for their own move into nursery and school.

Children's independence skills are effectively supported. For example, they wash their hands before meals and independently use the bathroom. Children are able to confidently self-select resources and the childminder provides opportunities for them to explore and

experiment freely. However, there is scope to review how a wider range of resources can be presented in the home to further enhance younger children's learning, extend room for play, and enable them to have even greater opportunity to make their own choices. Children regularly practise the fire drill so that they know how to evacuate the premises quickly and safely. As a result, children are kept safe. The childminder is a good role model to the children in her care and is polite, caring and listens carefully to children. Behaviour is managed skilfully as the childminder reinforces good behaviour with positive praise. The childminder emphasises the importance of using good manners and being kind to others at snack times and when playing. Children are learning to play together cooperatively. For example, the childminder encourages children to take turns with resources. As a result, children behave well.

Children benefit from daily opportunities to access fresh air and physical exercise outdoors. They are provided with some equipment to develop gross motor and coordination skills including a slide and balls. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. However, there is scope to develop the space and outdoor resources to offer a greater variety of learning experiences, so that children's developmental opportunities are enhanced. The childminder takes children on visits to local parks where they gain an understanding of risk through activities that encourage them to explore. Children develop their understanding of a healthy diet as meals and snacks offered throughout the day are balanced and nutritious. For example, children are given fruit at snack time and spaghetti on toast for lunch. As a result, children gain a sound understanding of a healthy diet and the need for physical exercise.

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

The safeguarding and welfare requirements are effectively implemented by the childminder to support children. For example, she has a good knowledge of how to protect children and therefore, keep them safe from harm. The childminder implements robust risk assessments, which help to create a child-friendly and safe environment for children to play and explore with confidence. She remains constantly vigilant and reassesses the environment to reflect the ages and level of understanding of children that attend. The childminder has a suitable understanding of the importance of ensuring all persons whom have unsupervised contact with children have appropriate background checks. Safeguarding and health and safety policies are effectively maintained and provide a clear source of information for parents to support children's safety and their well-being. As a result, children's welfare and safety are promoted well. The childminder has a good overview of her legal roles and responsibilities and keeps herself up to date by attending training and receiving literature from the local authority, meeting with other local childminders and reading relevant literature.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide a suitable challenge for children. To ensure she has a clear picture of their abilities, skills and knowledge, she makes effective

use of observation and assessment. Clear assessments matched to the Early Years Foundation Stage, mean that the childminder knows where each child is within their developmental journey. As a result, she can highlight next steps in their learning and plan appropriate activities to support each child in their continuous learning. The childminder cares for children who also attend other early years settings. She has made some links with these providers in order to share information about children. However, there is room to enhance current practices in order to further promote a more collaborative approach to children's learning between all settings.

The childminder has addressed the recommendations raised at the last inspection. She understands the importance of self-evaluation and regularly seeks feedback from parents and carers. This all provides evidence of a commitment to continually improving her provision and the service offered to children. Partnerships with parents are suitably established, ensuring children's development is effectively enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents are able to share information about their children with the childminder. They discuss children's progress when dropping off and collecting their children and contribute through individual children's diaries. The childminder has links with the local authority support officers and the local children's centre.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY397193
Local authority	Calderdale
Inspection number	821949
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	12/01/2010
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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