

Inspection date

15/08/2014

Previous inspection date

24/06/2010

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 has a clear understanding of how children learn and the Early Years Foundation Stage. She uses observations of children to plan activities that encourage and stimulate children's thinking. As a result, children are making good progress.
- Children feel safe and secure in the childminder's care as she provides a welcoming environment for them. Children choose their own play experiences and explore at their own pace. They freely move around with confidence and access a large range of age appropriate resources. Consequently, children are confident and display a strong sense of belonging.
- The childminder considers children's safety to be a high priority and implements a good range of detailed policies and procedures to help keep children safe. She completes risk assessments to minimise potential hazards in the home, the garden and on outings.

It is not yet outstanding because

- The outside area does not provide children with as much stimulation and interest as the indoor environment. As a result, children are not fully motivated to explore the outdoor area.
- The childminder does not always encourage parents to share details about children's achievements at home, to further support children's learning and development.

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 childminder's home, including the kitchen, garden and play areas.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector discussed children's learning and progress with the childminder and viewed children's records, observations and assessment files.
- The inspector checked evidence of the childminder's suitability, qualifications and her policies and procedures, including safeguarding, risk assessments, accident and medication records.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 1991. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and an adult child in a house in Baliff Bridge, Brighouse. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and nurseries. There are currently 10 children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, 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 opportunities for children to experience all areas of learning in the outdoor environment, so that these are as effective as those learning experiences they have indoors
- expand on the already good partnerships with parents by encouraging them to share even more information about their child's achievements at home, to further support their learning within the setting.

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 how children learn and the Early Years Foundation Stage. She offers a stimulating and fun learning environment, where children independently access a range of toys and play equipment and demonstrates good quality teaching skills. The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She continually observes children at play and uses the information to monitor the good progress they make over time, identifying and planning for the next steps in children's development. This is clearly recorded in each child's learning files and enables the childminder to successfully prepare children for their next stage in learning, such as nursery and school. The files include photographs, creative work, observations and assessments. These are all linked to the areas of learning and identify the next steps in each child's development. The childminder discusses children's progress, activities and achievements with parents on a daily basis, both verbally and through showing them their child's development record. As a result, children are making good progress. However, there are fewer opportunities for parents to share what they

know their child can do at home in order for the childminder to use this information to contribute to the day-to-day activities, to further support children's learning within the setting. The childminder has a good understanding of her responsibility in completing the progress check for children aged between two-and-three years. This is shared with parents in order to plan strategies to support children's future progress.

Children enjoy spending time with the childminder as she engages very well with them. She sits at their level and joins in with activities, motivating them and encouraging their use of language. The childminder listens to what they say, gives them time to think about their responses and offers plenty of praise. This ensures children's personal, social and emotional development is supported well as their communication skills increase. She also uses open-ended questions to develop and extend children's thinking and understanding, and builds on their vocabulary by extending their sentences. Children learn to solve problems as they work out which coloured shape goes into the matching place or how to fit jigsaw puzzle pieces into place. The childminder encourages children to count as they play with materials, teaching them about number, order and value. This means that children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Children demonstrate increasing levels of concentration as they sit at the table exploring dough. For example, children have time to explore and experiment, pulling and patting the dough into various shapes and discussing the changes that take place. The childminder encourages them to extend this and talk about how it feels. She then demonstrates how to make worms and balls with the dough and the children thoroughly enjoy trying this. Children cuddle up to the childminder as she reads to them and sings songs and they access a good range of fiction and non-fiction books. The childminder has a good stock of play materials and equipment stored in containers in the main play area, which children can access independently. They choose to play with a kitchen and enjoy dressing up and playing imaginatively, alongside their friends.

The childminder takes children to several community groups where they join in with good quality sessions, such as gym sessions, music activities and swimming at the local swimming baths. As well as complementing the activities provided in her home, this gives children the opportunity to socialise with other children and link with the local community. Children learn about the wider world as they visit local woods, parks and constantly discuss the changes in the weather and what they might wear when they go for a walk. Overall, children gain the necessary skills to effectively support their future learning.

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

The childminder provides a welcoming environment and has formed strong relationships with the children in her care. She takes time to find out about children and their families prior to them starting with the childminder. This supports children to settle particularly well and consequently, the children are confident and display a good sense of security. For example, information is exchanged with parents about allergies, routines and children's preferences to ensure that these care needs are accurately addressed. Daily exchanges of information, via children's diaries and through emails between the childminder and parents, have helped to form trust on both sides. Children seek reassurance when they feel unsure of visitors or are hungry or tired and the childminder quickly recognises their

unease by comforting and talking to them. Children smile and laugh with the childminder and they enjoy cuddling close to her, as they share stories and other play experiences. Children explore the environment and access resources independently and ask for support to find their favourite toys or story. The childminder is always close by to support their play and to support children to find their preferred toys, such as a police outfit in the dressing up box and a pair of shiny shoes. The childminder also cares for older children and she encourages all children to play and learn together. Consequently, children are confident playing with older children and in larger groups, this supports them emotionally for the eventual move to nursery or school.

Children are provided with daily opportunities for fresh air and exercise. Children access the enclosed garden and local parks to explore larger spaces. However, the garden does not provide children with as much stimulation and interesting opportunities as the indoor environment. As a result, children are not always as fully motivated and excited to explore outdoors. The childminder provides a good range of home cooked meals that include lots of fruit and vegetables, which helps to develop children's understanding of a healthy lifestyle and diet. She sits close to the children as they eat, interacting well with them, singing songs and listening to children's ideas and discussions. The childminder gathers important information about the children's dietary requirements to ensure they remain healthy and safe. Children sit at child-sized furniture, so that children can eat with their friends and play in comfort and safety. The childminder also encourages and supports the children to eat independently and drinks of water are available at all times. Children are learning about the need for good hygiene practices. They wash their hands before touching food and after visiting the toilet, referring to child-friendly posters that explain the relevance of this.

Children are helped to understand about how to keep themselves safe through the childminder's calm reminders and discussion about safety as they play. For example, children are reminded not to run in dressing up shoes because they may fall or twist their ankle. The childminder carries out regular risk assessments, helping to ensure the environment is safe and minimises any potential hazards. The fire drill is practised and the procedures and plan showing exit routes are displayed. She also talks to the children about road safety when they go out on local walks and trips on the bus. This helps children to develop a sense of responsibility for their own well-being, as well as helping them to understand how to respond in an emergency. All accidents and medication given to children in the childminder's care is recorded, dated and signed by parents to keep them informed of their child's well-being. The childminder has attended a paediatric first-aid course. This means that parents can be assured that their children are consistently well-cared for and any accidents or minor injuries can be dealt with effectively. Children's behaviour is good because they are supported well in understanding how to manage their own behaviour and talk about why they become frustrated. They are offered clear and consistent explanations about this and are encouraged to share, take turns and be considerate towards others. The childminder offers positive praise and recognition for children's efforts and achievements. For example when they make a spider with dough and name him 'Colin', the childminder tells them, 'that is great', 'well done' and 'what a fantastic name'. As a result, children's self-esteem and achievements are very effectively promoted.

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

The childminder considers children's safety a high priority and central to all areas of her care. The childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children and knows how to manage any concerns about children and the safe use of mobile phones. She has completed training to strengthen her understanding of child protection. Documentation is detailed, well organised and maintained to a good standard, which supports the safe and efficient management of the setting. The childminder shares a range of policies and procedures with parents that she implements into her daily practice, to help to inform them of her responsibilities. The childminder ensures that all people who live on the premises have been suitably checked through the Disclosure and Barring Service. The childminder checks all visitors' identification, which means there is no unauthorised entry to her home. Daily registers with hours of attendance of the children are kept.

The childminder has completed a self-evaluation process and she has clearly identified her strengths and weaknesses, which provide opportunities for her to review and evaluate her provision on a regular basis. As a result, the childminder is always reflecting upon her setting and the care she offers to the children. The childminder has successfully addressed the recommendations raised at her last inspection. For example, she has further developed her risk assessments, accident records and revised her observation techniques to sharply focus on children's next steps in learning. The views of parents and children are sought through discussions and questionnaires. These demonstrate their high levels of satisfaction with the service they receive. Parents comment that, 'my child is so happy here, the childminder offers a really professional and personal service'. The childminder uses her good knowledge of the Early Years Foundation Stage well to provide activities that keep the children stimulated and interested across the seven areas of learning. Good systems for the observation and assessment of children support her to ensure children reach their full potential. The childminder shows a commitment to enhancing her knowledge of the Early Years Foundation Stage by attending relevant training events that become available.

The childminder knows when to contact outside agencies to support children's development. She shows a clear understanding of the importance of sharing information with parents and other professionals. Partnerships with parents are established, ensuring children's development is effectively enhanced. Links have been made with the local school to ensure continuity of care and learning for all children. As a result, children are prepared well for the move to school and for future learning.

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	303616
Local authority	Calderdale
Inspection number	876708
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	24/06/2010
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

