

Inspection date	18/09/2014
Previous inspection date	14/07/2010

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

- Children are very happy and settled in a welcoming home environment. They form positive relationships and attachments with the childminder and their peers.
- The childminder is very motivated and committed to self-improvement. As a result, she is securing continual improvements that are enhancing the quality of her provision and children's achievements over time.
- Children are keen to learn and interested in what they choose to do. This is because the childminder makes the most of spontaneous learning opportunities to extend children's thinking.
- The childminder carries out accurate assessments of children in order to provide suitably challenging activities. As a result, children are comfortably working within their expected age range.
- The childminder has an in-depth understanding of the safeguarding and welfare requirements. Subsequently, documented policies and procedures are embedded into the daily routine to ensure that children are kept safe.

It is not yet outstanding because

- There is scope to enhance partnerships with parents by sharing information about how to guide 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 observed activities in the kitchen/diner, playroom and garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views to parents spoken to on the day.
- The inspector looked at paperwork including policies and procedure and the children's development records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualification and self-evaluation.

Inspector

Angela Syson

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Ilingworth, Halifax. The playroom, kitchen/diner and downstairs toilet are used for childminding. There is an enclosed garden, which has been extensively refurbished. The childminder's home is close to local amenities, including a school, a library, parks, playgroups and shops. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. The childminder also offers before and after school care. There are currently four children on roll. The childminder holds a childcare qualification at level 3. She is a member of the Professional Association for Childcare and Early Years and the Children Come First childminding network.

What the setting needs to do to improve further

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

- share information with parents about how to guide their children's learning at home.

Inspection judgements

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

Teaching in the setting is good. This is because the childminder holds a childcare qualification and understands how children learn and develop. For example, during a focused activity, she skilfully develops communication and language; children are encouraged to talk about the smell, taste and texture of food. The childminder uses language to extend young children's vocabulary, including words, such as delicious. Young children copy this language and use it in conversation. Babies are encouraged to imitate sounds, such as Mmmm. The childminder encourages good behaviour and has high expectations of children. During meal times children are encouraged to sit together at the table. The childminder reminds younger children to say, please and thank you. Children are praised for their efforts and this builds their self-esteem. The childminder uses pictures to indicate where things are kept. As a result, children's mathematical skills are developed as they learn to work out where things belong. Alphabet and number posters are displayed at children's level and young children are beginning to show an understanding of letters and numbers. Children enjoy looking at books and talking about them with the childminder. Consequently, children are developing an interest in reading.

Children are active learners. They freely choose from a wide variety of resources that are available. Children's understanding of the world is a key strength of the setting. The childminder uses spontaneous play to extend their thinking. For example, children play with a postbox and the childminder asks, 'Who do we know that collects letters'. The

children respond by naming well-known postal service characters. The children run out of envelopes and the childminder asks, 'How will we post these letters?' Children look under furniture to find the missing envelopes. Young children confidently interact with computer software as the childminder provides age-appropriate modern technology. Children empty small books out of boxes. They imagine that the books are tickets and ask for, 'Tickets please'. Consequently, they are creative and demonstrate characteristics of effective teaching and learning.

The childminder has worked closely with her local authority adviser to develop a system to evidence, monitor and track children's progress through accurate observations. As a result, the childminder demonstrates a clear understanding of children's learning needs and plans activities which are challenging. Documents show that children are working comfortably within the expected age range and sometimes exceeding it. Parents are encouraged to share information about their children's interests and the childminder verbally shares information about children at pick up times. However, there is scope for the childminder to improve partnerships with parents even further, by sharing information with parents about how they can guide their children's learning at home. There are currently no children on roll with special educational needs and/or disabilities. However, the childminder promotes an inclusive setting; she understands how to seek additional support for children and is committed to undertake relevant training as required. Children enjoy a wide range of experiences outside of the setting. They go to playgroups, to childminder groups, to the library and playgrounds. These opportunities prepare children for the move on to other settings as they socialise with others.

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

Children are happy and enjoy their time in the setting. For example, children are excited playing a game called 'What's in the box?'. The childminder provides a box of interesting props that inspire children to think about songs that link to the object. Children laugh and sing, and do actions to well-known rhymes. The childminder's skilful interaction as they play supports them in gaining skills, such as turn taking and sharing. The childminder reminds young children to be gentle during play with babies. The childminder tunes in to babies needs and responds quickly when they show signs of tiredness. She cuddles babies before laying them down and stays close by when they are falling asleep. Consequently, she provides a secure presence and develops strong attachments. Young children are provided with a cosy corner sofa to rest with blankets and soft cushions. Children are encouraged to use this area to rest when they are feeling tired. As a result, young children learn how to manage their personal needs.

There is a highly stimulating environment both indoors and outdoors. The outdoor environment has been extensively refurbished. Children learn to grow vegetables and flowers in the garden which means they are learning about the natural world around them. There are swings and toys for children to develop coordination. Children of all ages enjoy a bespoke pirate ship which provides opportunities for open-ended play. As a result, children use their imagination and talk and play with the childminder and each other. The

childminder has a good understanding of the importance of physical exercise and a healthy diet. She holds a dental health award for participating in a healthy eating programme. Children understand the importance of good hygiene. For example, when the childminder shouts that lunch is ready the children say, 'Quick, let's wash our hands'. The childminder provides a nutritionally balanced menu. She gathers and acts upon information regarding children's dietary requirements and allergies. The childminder is suitably trained to handle food.

The childminder has written policies and procedures in place which demonstrate her understanding of safeguarding procedures. These are shared with parents during the induction process and are embedded in practice. The childminder carries out regular risk assessments of the premises and discusses these with parents whose children are new to the setting. For example, the childminder explains to parents that some parts of the garden are boarded off during wet weather to prevent injuries. Prior to starting at the setting, the childminder talks to parents about their children's interests and stage of development. She then provides a gradual settling-in process which ensures that children are emotionally well prepared for separating from their parents. The childminder has good links with local schools, and at the end of the term before children start school, she completes a report about the children to give to Reception teachers. She meets with teachers to discuss children's individual needs, for example, when children have suspected hearing difficulties. This means that children are skilfully supported during their transition to school.

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

The childminder has made immense improvements to her setting since the last inspection and has met all previous recommendations. She has extended her house in order to provide a room specifically designated to childminding. As a result, she offers a broad range of indoor experiences for children to choose from. The outdoor area has also been thoughtfully redesigned to maximise learning opportunities. The childminder is self-motivated and has completed a childcare qualification at level 3 in order to extend her knowledge of how children learn and develop. She has made effective use of the support provided by her local authority adviser to improve her monitoring system. Planning and assessment are consistent and accurate. The required paperwork is in place for the progress check for children aged between the ages of two and three years.

The childminder has a good understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. This is because she accesses training provided by her local authority. Her safeguarding and child protection practice is up to date and her policies and procedures are well documented. The childminder also has an up-to-date paediatric first-aid certificate. The childminder explains her plans for further improvement taking into account the verbal feedback from parents. She has started to complete a comprehensive self-evaluation document in order to further develop her practice and support her provision of early education for two-year-old children.

Partnerships with other local childminders, schools, and playgroups are well established and make a strong contribution to meet childrens needs. For example, the childminder works closely with other childminders to share the care of children. This is because they know each other well and work as part of a network. The childminder takes great care to ensure that all families are welcomed and valued in her setting. Positive images of diversity are displayed throughout the setting and resources reflect a variety of ethnicities. Parents comment that they choose the childminder because she has a good reputation in the area. Overall, this is a very good setting; the childminder is sensitive to the needs of children and is promoting a love of learning from a very young age.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	303595
Local authority	Calderdale
Inspection number	876705
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14/07/2010
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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