

Inspection date	23/09/2014
Previous inspection date	11/04/2012

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 sensitive and skilful in her interactions with young children and babies. As a result, she forms strong attachments.
- The childminder provides a wide range of stimulating resources which are accessible, open-ended and relevant to children's interests. As a result, children demonstrate the signs of being effective learners.
- The childminder has a clear system for assessing, monitoring and tracking children. This means she has a clear understanding of children's individual learning needs.
- Children and their families are provided with information and support to prepare for transitions to other settings. As a result, children are emotionally well prepared for their next stage in learning.
- The childminder is fully aware of the procedures for safeguarding. Subsequently, documented policies and procedures are embedded in to the daily routine to ensure that children are kept safe.

It is not yet outstanding because

- There is scope to strengthen parent's involvement in their child's learning by supporting them more effectively to share information about what their child can do and enjoys 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 living-room, kitchen 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 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children age six and eight, in Southowram, Halifax. The whole of the ground floor and upstairs bathroom is used for childminding. There is an enclosed front garden for outdoor learning. The childminder has a pet cat. The childminder's home is close to local amenities, including a school, park, Sure Start centre, shops and public transport links. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children with English as an additional language. There are currently four children on roll. The childminder holds a childcare qualification at level 2. 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 partnerships with parents by providing more opportunities for them to share what children are doing at home, so that children's learning and development is complemented both in the setting and at home.

Inspection judgements

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

Teaching is good. This is because the childminder is organised and provides resources which are appropriate for babies and young children. For example, she provides sensory boxes for open-ended play. Babies enjoy exploring the textures of a variety of the natural resources and young children use their imagination to turn a feather duster into a magic fairy wand. As a result, babies and young children are able to play and explore and be creative. The childminder skilfully supports babies who are new to the setting, especially those who speak English as an additional language. She sits close to babies as they investigate their surroundings. This provides a secure presence. She plays nursery rhymes in babies' home language. This comforts babies during long days of unfamiliar speech sounds.

The childminder has an effective system to evidence, monitor and track children's learning through accurate observations and assessments. This means she has a clear understanding of children's next steps. This information is then used to inform planning of a broad and balanced range of challenging individual and group activities which match individual learning needs. As a result, children make good progress given their starting points and acquire the necessary skills to be ready for the next stage in their learning and school. Parents comment that children are supported very well to develop communication

and language. This is because the childminder makes effective use of open ended questions during spontaneous play and uses 'self-talk' during activities, such as, pouring drinks to give children a commentary on their actions. The childminder supports engagement with parents through discussions and daily diaries. She keeps parents well informed about their children's progress and how they can support learning at home. However, where parents work different shift patterns, the information in the diaries is not always passed on from one parent to another. This means that opportunities for learning at home are not fully embedded. Nevertheless, the childminder takes reasonable steps to support parents. For example, she talks to parents about their home language and is learning key words to support babies in their play and learning. Children are generally working comfortably within the typical range of development expected for their age.

Children's personal, social and emotional development is well supported. The childminder is attentive towards babies' needs; she gives them her full attention when they make gestures. For example, when young children select cars from a box, babies want to join in play. The childminder recognises this through their gestures and sounds and asks young children if babies can join in. Young children roll the cars towards babies and they laugh in delight. The childminder develops mathematical skills by counting the cars with young children. They talk about big and small and colours. The childminder provides opportunities for children to be active in her secure front garden. Children enjoy running around and playing in the mud kitchen. The childminder makes regular trips to the local park where children are supported to manage risks, for example, they challenge themselves on larger equipment, such as, climbing frames.

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

The childminder provides a warm and welcoming reception to children, parents and visitors. Young children learn how to behave. For example, young children take out malleable dough on the floor; the childminder reminds children of the settings rules and helps her to carry the dough to the table. The setting's rules are displayed in pictures and writing which help children learn about what is acceptable behaviour. Children are happy, settled and emotionally secure. The childminder spends time with young children, babies and their families, getting to know them. She records information about children's backgrounds, experiences, individual needs and routines. Therefore she is able to provide care tailored to their needs and family preferences. The childminder provides an information file for parents which includes application forms for other local settings, such as nurseries, who provide funded early years education. She supports families to access their entitlement and provides wrap around care to meet the needs of working families. The childminder visits these settings with children before they start and shares information with childcare practitioners. This creates a smooth transition for children.

Children are given responsibilities within the setting. For example, they have access to a well organised cupboard in the kitchen which has containers of breakfast cereal, a choice of healthy snacks, plastic crockery and cutlery. At meal times, young children set their own place at the table, deciding if they need a fork and knife or spoon and choose which colour of plate and cup they would like. Young children are very proud of their cupboard and talk about their favourite snacks and cereals. Consequently, children are developing

self-confidence. Young children have a good understanding of their personal needs. They ask the childminder to fill a cup with water when they are thirsty and tell the childminder when they need to go upstairs to the toilet. The childminder helps young children manage their hygiene needs. She ensures they wash their hands after using the toilet and provides each child with their own towel. As a result, she is aware of how to reduce the spread of infections. The childminder ensures that babies' personal needs are well attended to. She is affectionate and is forming appropriate emotional attachments with very young children. The childminder holds a current paediatric first-aid certificate. Therefore, she is able to respond to emergencies quickly.

The childminder provides a stimulating environment which supports children's development. She enhances learning by taking children on trips out in the local community. For example, children visit religious building to learn about festivals. The setting promotes equality and diversity and displays images of different cultures. There are maps of the world showing where different people come from. Resources, such as, books teach children that everyone is unique. As a result, children learn to respect and tolerate other's differences. Children are emotionally well prepared for their transitions to their other settings, because the childminder works in partnership with other childcare practitioners. The childminder shares information with parents to ensure that children learn the skills they will need for the next steps of learning, for example, how to put coats and shoes on independently. This means that children receive a good level of support to develop their independence skills.

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

Safeguarding arrangements are strong. The childminder has completed recent safeguarding training and understands her role in protecting children from harm. Consequently, she is aware of what she should do if she has a concern about children's welfare. The childminder carries out regular risk assessments and fire drills. As a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, giving a firm indication that all required documentation is in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage.

The childminder has worked tirelessly to improve her setting. She has received support from her local authority adviser to implement an effective system which links observations to the areas of learning and development, within the Early Years Foundation Stage. Her planning, which is based on accurate assessments, meets the individual learning needs of children and babies. Her self-evaluation effectively identifies strengths and weaknesses and priorities for improvement and takes into account the views of parents and children. Parent's comment positively in questionnaires about the setting. Children's ideas are recorded in writing or in picture format in the 'children's voice' file. This means that the childminder is monitoring and evaluating her setting and is committed to continuous improvement.

The childminder meets with other local childminders on a weekly basis. They share experiences and ideas for activities. The childminder also receives advice from her local

authority adviser. This helps the childminder to improve her knowledge, understanding and practice. The childminder makes good use of her local Sure Start centre. She attends a weekly playgroup and other occasional events, and subscribes to a newsletter. As a result, the children benefit from social interaction with other children. Parents say that their children are very happy and love coming to the setting. They especially appreciate the flexible service.

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	EY432797
Local authority	Calderdale
Inspection number	876003
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	11/04/2012
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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