

Inspection date	10/10/2014
Previous inspection date	12/03/2012

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 understands how young children learn and builds on their enthusiasm for learning. She accurately assesses their development and provides a rich and varied range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.
- Partnerships with parents are very good, which ensures that children's care needs are effectively met.
- Children are happy and settled, because the childminder has a very caring and positive approach to meeting children's individual needs. They are provided with a range of enjoyable activities and experiences.
- Children are kept safe from harm because the childminder and her assistant have a good understanding of their responsibility to safeguard them and there are effective procedures in place to minimise risks.

It is not yet outstanding because

- The outside area provides children with fewer opportunities to explore the natural world, to further develop their knowledge of living things.
- The childminder does not always make the most of all opportunities to encourage children to develop their skills in creative and critical thinking.

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 kitchen, garden and play areas.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector spoke to the assistant during the inspection.
- The inspector checked evidence of the childminder's qualifications and suitability of all adults living at the premises.
- The inspector sampled children's progress records, the childminder's self-evaluation documents, the registers of attendance and a range of other documentation, including safeguarding, accident and medication records.
- The inspector carried out a joint observation with the childminder.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also her assistant, in a house in Hipperholme, Halifax. The childminder uses a converted garage and the rear garden 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 pre-schools. There are currently 11 children on roll; five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, 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:

- extend the opportunities for children to think critically and creatively during activities. For example, by asking additional open-ended questions and further encouraging children to determine the use of resources

- enhance the outdoor area so that it provides children with further opportunities to explore the natural world, for example, by developing children's interest in gardening so they learn about living things and how to tend to plants and grow vegetables.

Inspection judgements

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

The childminder's good teaching skills enable her to engage well with children and interest them in their play and learning. She works at the children's level and interacts with them as they play, showing a good understanding of when to intervene and when to let them play uninterrupted. Children are offered a wide range of resources and activities which reflect their interests. The childminder varies these to retain children's enthusiasm for learning. The childminder pays attention to exchanging information with parents. She uses a practical range of paperwork to record information about the children. This is assessed well so that the childminder has a good knowledge of children's starting points. She makes observations of children as they play and makes notes about what they enjoy and can do, using these to effectively analyse their progress. As a result, children make good progress in their learning and development. The childminder offers parents frequent opportunities to share the assessments in children's informative learning journals, including sending daily snapshots through email. This offers an opportunity for the childminder and the

children's parents to share progress and any issues in an informal way. The childminder has an effective procedure in place for carrying out the progress check for children aged between two and three years. This supports her in planning appropriate activities and in noting any areas where children require additional support.

The childminder's good teaching techniques support children in developing the skills and positive attitudes needed for effective learning. This means that they are well prepared for school. Her good organisation means that children have regular opportunities to interact with their peers, find out about the environment and try new experiences. For example, they attend a toddler group, go to the library and enjoy visiting the nearby park. The childminder reminds children of these visits and they eagerly remember the experiences, therefore reinforcing their learning. The childminder captures children's attention and involves them in their learning. In most activities, the childminder encourages children to develop their creative skills and critical thinking. However, she does not always make optimum use of all opportunities and occasionally the activities do not encourage children's creativity and problem-solving skills. For example, children engaged in making a 'harvest' picture, are not encouraged to fully explore the resources, such as coloured sand, lentils, stickers and paint, and to decide how to place these on the paper. Therefore, they do not get the maximum benefit from this activity.

Children enjoy a wide range of activities that promote their physical development. They develop fine control of their muscles as they select and use implements, such as pencils and paintbrushes. Activities, such as dancing, action rhymes and using large play equipment, enable children to acquire skills in balance and coordination. Children are encouraged to share their family beliefs and traditions. They also enjoy tasting traditional foods from around the world, therefore helping them to understand and appreciate diversity. Children develop good language and communication skills as the childminder engages them in discussions and encourages them to talk about their play. For example, children playing with treasure baskets are encouraged to explain the different textures and characteristics of each object.

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

Children settle easily into the childminder's home as a result of the carefully planned introductory arrangements. This enables them to quickly become familiar with the routines of the day and they become confident learners. Parents are encouraged to make settling-in visits to ease children's transition from home into the childminder's setting. As a result, children feel secure, content and play happily. The childminder works closely with parents to find out about children's health and dietary needs and keeps them appropriately informed about any accidents.

Children behave well due to the firm, consistent boundaries the childminder provides and the frequent, positive encouragement she offers. They learn what is acceptable as the childminder gives them simple, age-appropriate explanations and helps them develop strategies to manage difficult feelings. Children are supported as they learn to share and take turns and the childminder praises them, thereby developing their confidence and self-esteem. The childminder organises her home and resources well so that children are able

to follow their own interests. They are involved in decision making about planned activities and easily access a broad range of age-appropriate resources. As a result, children's independence is promoted well, which prepares them for their future learning. Children take small, but safe risks when playing and the childminder offers support through constant discussion. For example, children avoid obstacles in the home and garden and they are developing an awareness about risks when walking to school. The large outdoor area is welcoming and resources to some extent support children to explore and investigate. However, children are not able to fully build on their interest in the natural world, as opportunities to learn about growing things are less well provided for. Additional safety practices are in place outdoors, such as high locks and bolts on external doors and gates, to ensure children are unable to access them. This means children can play in a safe environment.

Children enjoy a well-balanced diet and children's dietary requirements are followed. At snack time the childminder asks the children their preferences and offers them healthy options, such as a selection of fruit. The childminder provides fresh drinking water for the children in individual drinking cups and children have very healthy meals which the childminder prepares each day. The childminder understands the importance of preparing children emotionally for the move to school, by constantly building children's self-esteem and supporting their independence.

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

The childminder manages her service efficiently. The childminder is fully aware of and understands her responsibilities to meet the safeguarding and welfare requirements. She has a good understanding of the procedures to follow in the event of having any concerns about children's welfare in her care. The childminder displays the relevant safeguarding telephone numbers for parents and ensures they are well informed about her responsibilities to safeguard children. In addition, she ensures her assistant's knowledge is also updated through regular discussions about child protection. The childminder carries out thorough risk assessments and daily safety checks. This means that children play safely, both inside and outside the home. All required documentation is kept up to date, stored and organised securely, to maintain confidentiality. The childminder shares all relevant documentation with parents to keep them fully informed of all adults in the home. Daily registers with hours of attendance of the children are kept and parents sign accident and medication forms when needed. Additionally, in order to promote children's welfare, the childminder has clear procedures to inform Ofsted of any changes to her household. This ensures that appropriate checks are carried out to verify the suitability of all household members.

The childminder monitors and evaluates her professional development effectively and that of her assistant. For example, she ensures her assistant undertakes relevant training, such as safeguarding and first aid to further promote the health and safety of children. She uses self-evaluation to reflect on their strengths and areas for improvement, in order to move her service forward. For example, she has identified areas of her provision she wants to enhance, such as developing her range of natural resources and to attend

additional training. This demonstrates that priorities for improvement are targeted to benefit the children in her care and support her and her assistant to monitor and improve the quality of children's learning experience. The childminder uses her knowledge well to provide activities that keep the children stimulated and interested. The childminder has a sound understanding of children's individual needs and interests and plans a varied and exciting range of activities to help them progress in all areas of their development. Good systems for the observation and assessment of children support her to achieve this. This, alongside a 'tracker' book, enables the childminder to effectively monitor the development of each child and ensure there are no gaps in children's learning. This means children are supported well in reaching their full potential. The childminder has successfully addressed the recommendations from the last inspection, therefore, promoting positive learning outcomes for children. For example, the childminder has completed a relevant level 3 childcare qualification, improved partnership with parents and developed effective observation and assessments which have had a positive impact on children's learning. The views of parents and children are sought and these demonstrate their high levels of satisfaction with the service they receive.

The childminder has good procedures to support her in working with other people caring for the children. She exchanges assessment and planning information with the local school so that they can work together to promote children's welfare and development. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. The childminder works well in partnership with parents. She completes daily snap shots through email for each child and holds regular discussions with parents in order to share children's assessment records. This benefits children as they receive a consistent approach both at home and when with the childminder.

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	EY347809
Local authority	Calderdale
Inspection number	878309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	12/03/2012
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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