

<b>Inspection date</b>	14/10/2014
Previous inspection date	14/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 quality of teaching is good. The childminder accurately observes and assesses children's abilities and plans for their next steps in learning. As a result, children are making good progress towards the early learning goals.
- Effective partnership working with parents means there is a continuity of learning between the provision and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as children learn to make relationships and show affection to people who are special to them.
- Children are safeguarded because the childminder has a good understanding of her role and responsibilities for child protection.

### **It is not yet outstanding because**

- The role play area occasionally lacks resources. Consequently, children's imaginary play and opportunities to make connections in their learning are not fully exploited.
- The childminder does not maximise opportunities for children to extend their understanding of the world and build on their communication and language skills even further.

## 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 main playroom and kitchen and looked at areas used for childminding, including the outdoors.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the childminder's suitability, training certificates, risk assessments, policies and procedures and self-evaluation systems.
- The inspector looked at children's assessment records.
- The inspector spoke with the childminder and children throughout the inspection process.

## Inspector

Jane Tucker

## Full report

### Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one adult daughter in a house in the Mirfield area of West Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, a rabbit, tortoises and fish as pets. The childminder attends a toddler group. She visits the shops and park on a regular basis and collects children from the local schools, nursery and pre-schools. There are currently 12 children on roll. Of these, four are in the early years age range and attend for a variety of sessions. The childminder operates all year round, from 7am 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:

- enhance the role-play area so that it provides more resources which complement children's imaginary play, for example, paper, pens and dressing-up outfits, so that children can make connections in their learning
- strengthen opportunities for children to extend their speaking and their understanding of the world even further, for example, by using photographs of significant people in their lives to make family books.

## Inspection judgements

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

Children are engaged and motivated to learn because the quality of teaching is good and the childminder stimulates their interest by making learning fun and relevant to their age and stage of development. Since the last inspection, the childminder has taken time to carefully develop her observations and assessments records. As a result, there are now effective systems in place to make sure that the childminder identifies and meets the needs of each individual child. Children's learning records are well documented and are maintained to a good standard. They contain a wide range of information, including photographs, children's work and detailed observations. Observations summarise children's learning and development and note the characteristics of effective learning displayed by children as they play. For example, children's engagement, motivation and their thinking skills are all identified. The childminder accurately identifies children's next steps and she incorporates these into her planning of future activities. This means that activities are meaningful and enjoyable to children and reflect their current stage of development. Consequently, children are progressing well towards the early learning

goals. In addition, children are acquiring the skills they need for their next stage in learning, such as the eventual move to school.

Partnerships with parents are good and the childminder values parental input. As a result, the childminder works closely with parents to make an initial assessment of their child's starting points on entry. Thereafter, the childminder consistently shares children's next steps with parents through their child's individual learning plan. In addition, the childminder provides ideas for simple activities that parents can do at home to support their child's future learning. Children's learning records are accessible to parents, so that they can find out about their child's learning and progress at any time. Furthermore, the childminder invites parents to discuss and complete the progress check for children between the age of two and three years. Consequently, this shared approach to children's learning and development successfully contributes to the good progress children make and shows a continuity of learning between the provision and home.

The childminder plans play activities and provides resources which encourage children to engage in symbolic play. For example, toddlers pretend to feed their baby with a bottle. They bring items of clothing to the childminder to put on their baby, so that they can take their baby for a walk. Toddlers put their babies in pushchairs and pretend to go shopping, as they wheel their prams from one room to the other. This demonstrates toddlers engagement, as they take on a role and represent their experiences in their play. Babies demonstrate their early listening and attention skills as they react by smiling, looking and moving when the childminder speaks to them. They show their early physical development as they crawl continuously to move around and pull themselves to standing using furniture. Toddlers show an interest in toys with buttons, using cameras to take photographs of the childminder and their friends. Children show how they have noticed what adults do, as they imitate what they have observed. For example, toddlers tell the childminder that they are making pizza. They open the toy oven door and put the food inside. They announce when it is ready and take it out of the oven to eat. However, the role play area occasionally lacks resources to extend children's imaginary play and to help them to make connections in their learning. For example, there are no opportunities for children to make marks, to encourage their early writing skills or to dress up to enhance their imagination in their play. Children show how they have a sense of their own immediate family, as they tell the childminder that they are painting their picture for grandma. However, the childminder does not build on all opportunities to encourage children's understanding of people and communities further. For example, by using photographs of children's family members or significant people in their life, to prompt their interest and promote further communication.

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

The childminder promotes children's well-being and physical development very well. This is because she provides as much opportunity as possible for children to access daily fresh air and take part in activities that develop their large and small muscle skills. For example, children walk to school and back each day. They enjoy playing at the local park where they have more space to run around and use larger equipment. Children also learn how to keep themselves safe and take sensible risks while on outings. For instance, children

independently climb up the steps of the slide, taking care to hold on to the bannister for safety. The childminder also teaches children how to cross the road safely. For example, children learn to wait until they see the green man appear on the pedestrian crossing lights, before crossing the road. The childminder also takes children to a toddler group in the local town. Here, children are encouraged to play alongside others and make friends. As a result, children acquire the confidence, skills and abilities they will need to support them emotionally for their move onto school.

The childminder offers a warm, welcoming and inclusive environment. Children settle quickly because the childminder gathers as much information from parents as possible, to help children feel safe and secure. For example, the childminder finds out about children's interests, individual needs, likes, dislikes, care routines, cultures and family backgrounds. During settling-in sessions the childminder provides resources which help children to feel happy and engaged in her care. As a result, children's move between the provision and home is supported well because their individual needs and interests are met. Babies demonstrate how they have formed secure emotional attachments with the childminder, as they enjoy being held to have their bottle of milk. Toddlers show affection for their peers, as they gently stroke the babies' heads and hug their friends. The childminder offers praise and encouragement for toddlers kindness, which raises their self-esteem and confidence. This demonstrates how toddlers are beginning to learn how to make relationships and manage their own behaviour and feelings. Consequently, children's personal, social and emotional development is supported well and their behaviour is good.

Children's understanding of a healthy diet is promoted because the childminder prepares healthy, nutritious snacks and meals. Babies sit in high chairs to independently eat their morning snack of fresh strawberries and banana. Toddlers choose the fruit they would like to eat by saying 'yes' to the childminder's options of grapes, apple, bananas and strawberries. Toddlers show how they are beginning to listen to the messages their body gives them, as they ask for a banana when they finish their apple. This demonstrates how toddlers are beginning to recognise when they are still hungry and take independent action to meet their own personal needs. The childminder promotes children's learning of good health, as she encourages children to wash their hands before meal times and after toileting. Toddlers demonstrate their growing awareness of self-care, as they actively cooperate with nappy changes. Toddlers independently get the changing mat, their nappies and wipes for the childminder. This shows how they are beginning to learn how to manage their basic hygiene needs.

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

Since the last inspection by Ofsted, where the childminder received a number of notices to improve, and one subsequent monitoring visit, the childminder has implemented effective changes. For example, the childminder has attended relevant child protection training. As a result, she has a good understanding of the procedures to follow should she have any concerns about a child in her care. Also, of the procedures she would follow if an allegation was made about her or another adult in her household. All policies and procedures are updated annually, or as and when changes occur. In addition, policies and

procedures are shared with parents so that they understand the childminder's responsibilities and duty to keep children safe and protected. Written risk assessments and daily visual checks of the premises ensure that children play safely. In addition, the childminder demonstrates how her reviewed procedures ensure children are safe while on outings. For instance, the childminder completes regular head counts and records children's departure and arrival times. The childminder is registered with the Information Commissioner's Office. This shows the childminder's understanding of her legal responsibility to protect information about children in her care.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She ensures that each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Consequently, planned and spontaneous activities are well matched to each child's age and stage of development. The childminder keeps up-to-date records of children's development. As a result, assessments show an accurate understanding of children's individual progress, skills and abilities. Consequently, the childminder can promptly identify any areas where children may be falling behind. The childminder is committed to improving her knowledge and understanding of practice. This is demonstrated by her attendance at several training courses and more recently her presence at the safeguarding, planning, observations and assessments training. Therefore, the childminder has the skills and awareness to provide good quality teaching, learning and care for all children.

The childminder has worked hard to address actions and recommendations raised at her last inspection. These improvements have had a positive impact on children's safety and well-being. Parents and children are warmly encouraged to share their views about the childminder's practice and ways to improve the childcare service they receive. This promotes the partnership with all service users and helps to ensure the sustainability of the provision. Positive relationships exist with parents and there is a good two-way flow of information sharing that enhances the opportunities children receive. For example, children visit places of interest, such as railway museums and zoos because parents share their children's interests of animals and trains with the childminder. The childminder has also established good links with teachers from the local school. Children's record of achievement and an assessment of their current stage of development is shared with teachers, as each child moves onto school. The childminder also incorporates what older children are learning at school into her own planning. This demonstrates a strong commitment to promoting children's continuity of learning and care, ensuring that their individual needs and interests are always met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	311022
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	978585
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/04/2014
<b>Telephone number</b>	

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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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