

<b>Inspection date</b>	24/10/2014
Previous inspection date	06/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 good knowledge and understanding of how to protect children from harm. She knows who to contact if she is concerned about a child's welfare and ensures her home environment is free from hazards.
- Parents are very complimentary about the childminder's care. This is because she supports children very effectively and keeps them informed about their development.
- Children make good progress in their learning and development. This is because the childminder provides effective teaching and a wide range of interesting experiences and activities that cover all areas of learning.
- Children are happy and confident in the childminder's care. This is because she provides a personalised settling in process which helps them to build secure attachments.

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

- Occasionally, during adult-led creative activities, opportunities to fully extend children's independent creativity is not always maximised.

## 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 areas of the home used for childminding.
- The inspector observed activities in the main play room.
- The inspector held conversations with the childminder and children at appropriate times throughout the inspection.  
The inspector looked through the children's learning journals and assessment documentation, checked evidence of suitability and looked at a selection of policies and procedures.
- The inspector took account of the views of parents through discussion on the day and through written comments.
- The inspector carried out a joint observation of a planned activity with the childminder.

## Inspector

Angela Sugden

## Full report

### Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and one child aged 15 years, in the Saville Park area of Halifax. The whole of the ground floor and the rear garden are used for childminding purposes. The childminder attends a local toddler group and regularly visits the local parks and places of interest. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### Inspection judgements

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

The childminder has an in-depth knowledge of how young children learn. She promotes their learning well through using an effective balance of child-initiated play and adult-led learning experiences. As a result, children make consistently good progress in all areas of learning and are acquiring the skills they need for their next stage in learning and for school. The childminder gathers a range of information from parents about their children's development during the settling-in period. This means that she is well-informed about children's learning and development and is able to clearly identify children's starting points. Parents continue to contribute information about their children's learning at home. The childminder provides home-setting books for parents to share their children's interests and learning experiences. She effectively uses this information to plan next steps in their learning and provide meaningful experiences for the children. For example, she extends children's interests in trains and train tracks by providing them with small world train sets to play with. She also takes them on outings to the train station and on train journeys to further support their knowledge and understanding and to consolidate their learning. Parents are fully involved in the progress check for children aged between two-and-three years. The childminder identifies how well children are progressing, what their next steps in learning are and how parents can continue to support their learning and development at home.

The quality of teaching is good. The childminder uses a range of effective teaching techniques to support children's learning. For example, she provides large quantities of building bricks, which children access independently and use to follow their own interests. Children make patterns with the building bricks as they place them in long lines across the floor. The childminder sits quietly and observes as the children develop their own ideas. She is timely in her teaching and skilfully involves them in thinking about length and comparing how the line of bricks is longer than the table. When children are involved in creative activities they confidently count the triangle shapes in sequence from 1 to 8 and respond with 9 when the childminder asks 'do you know what number comes next'? As a result, children demonstrate very good knowledge and understanding of mathematical

concepts. Children experience a wide range of creative activities. They use pots of paint and brushes and carefully paint lines and circles on paper. They continue their explorations with the paint and go on to make swirling patterns covering the whole of the paper. However, on occasions during adult-led creative activities children use pre-cut out triangle shapes and hedgehog stencils which do not always fully maximise their independent creativity.

The childminder asks children thought-provoking questions and encourages them to recall past experiences about what they found on the door mat. They confidently tell the inspector, 'we found a ladybird'. This shows excellent memory recall skills and demonstrates that children's communication and language skills are developing very well. The childminder makes accurate assessments of children's learning and development. She identifies speech and language difficulties and plans timely interventions to ensure that children achieve expected levels of development. The childminder shares ideas with parents on how they can further support children's speech development at home. Parents state, 'children are progressing well because the support the childminder offers is amazing'.

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

Children are clearly settled and happy in their environment. The childminder is extremely caring and sensitive which enables children to form secure attachments and become confident in her care. There is a strong emphasis on children's emotional well-being and the settling-in process is gradual to meet the individual needs of children and their parents. The childminder gathers key information, such as individual routines, likes, dislikes and capabilities from parents when children move from their own home into her care. This means she is able to cater for children's individual needs and adhere to parental wishes. The childminder offers regular opportunities for children to socialise and develop friendships at the toddler group. This experience is highly valued by parents and gives children opportunities to socialise in larger settings and helps to prepare them for the move to the next stage in their learning.

Children behave very well and show respect for the childminder, her home and the resources she provides. This is because she ensures that they know what is expected. The childminder is a good role model and is always calm, patient and polite to the children. Consequently, the children display impeccable manners and consistently use words, such as, 'please' and 'thank you'. Children are confident in the childminder's care because she supports them well and praises them often. As a result, they have high self-esteem and demonstrate that they feel safe and secure.

Children are supported to develop healthy practices at snack time. They are learning about the importance of washing their hands to remove germs prior to eating and are starting to manage their personal hygiene needs independently. Children help to wipe the table so that it is clean for snack. The childminder promotes healthy eating by providing a basket of whole fruits for children to choose from and plenty of fresh water and milk. Awareness of healthy lifestyles is further enhanced as the childminder ensures that children spend lots of time outside in the fresh air on their daily walks to the park. Children learn about

road safety and the importance of staying close to the childminder on outings and visits to other settings. They learn to challenge their own physical abilities as they become capable of using larger apparatus in their play. These opportunities help children learn how to recognise various types of danger and become increasingly competent with knowing how to assess and manage the risks.

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

Safeguarding is given a high priority. The childminder has a good understanding of the different types of abuse and how to recognise the early signs and symptoms of these. This is combined with a clear written policy and procedure to follow if she ever has a concern. The childminder has undertaken further safeguarding training to ensure her knowledge is current. All adults living in the premises and regular visitors have had their suitability checked. Furthermore, the childminder ensures the environment is safe. She carries out risk assessments and takes action to remove or minimise any hazards that are identified. The childminder carries out regular fire drills and has worked with the local fire safety officer to develop a plan for escape in the event of a fire. Children are further safeguarded as the childminder's home is secure at all times, the rear garden is fully enclosed and doors throughout her property are locked, with keys accessible to the childminder in the event of an emergency.

The childminder is committed to her professional development. Recent training has included the Special educational needs and disability code of practice and the Statutory framework for the early years foundation stage 2014. She has reflected on the changes to legislation and updates documents to take account of changes and to help her fulfil the requirements of her role. The childminder is trained in paediatric first-aid and has booked training to renew her first-aid qualification well in advance. The childminder continually reflects on the quality of the service she offers for children. She talks to parents about her service and provides questionnaires to gather their views and opinions. All of which are positive. The childminder has fully addressed recommendations from her previous inspection. This reflective practice and commitment to training shows the childminder has the capacity to improve her service. She maintains a good overview of the educational programme provided for children both indoors and outdoors. She accurately monitors and tracks the progress children make over time. This means that their individual needs are supported and timely interventions are planned if required.

The childminder has developed very good relationships with parents. She includes them in all aspects of her service and they speak extremely highly of her care. The childminder works in partnership with parents to support children's individual developmental needs. Partnerships have also been created with several other childminders in the local area. They meet regularly to support each other and to share best practice. The childminder encourages parents to share their children's learning journals and summary of development with health visitors and schools. The childminder does not currently have any children on roll with special educational needs and/or disabilities but she knows who to contact for support if required.

### **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

<b>Unique reference number</b>	EY271630
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	860795
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/07/2009
<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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