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| Inspection date | 03/11/2014 |
| Previous inspection date | 02/06/2014 |

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The quality and standards of the early years provision

This provision is good

- Children develop secure attachments with the childminder and her assistant, as a result of close consultation with parents during the settling-in period and thereafter.
- Children's enjoyment and fun is enhanced by the childminder and her assistant's good-quality interaction and interesting outings that effectively complement children's learning opportunities.
- The childminder and her assistant carry out effective observation and assessment of the children, in order to precisely identify children's next steps for learning. Consequently, children make good progress in their learning and development.
- Children are safeguarded because the childminder has an up-to-date knowledge and understanding of child protection issues and considers their safety well.

It is not yet outstanding because

- Some adult-planned activities are not always flexible enough to consistently enable children to develop and express their own ideas.
- The childminder does not always consistently consider the effectiveness of the organisation of the learning environment, in order to maximise younger children's play and exploration.

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 and care routines in the playroom and carried out a joint observation with the childminder.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation, children's records and verification of suitability checks.
- The inspector took account of the information provided in the childminder's self-evaluation document, feedback provided by parents on the day of the inspection and parent questionnaires.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter, who also works as the childminder's assistant, in a house in the Brighthouse area of Huddersfield. The childminder uses the ground floor and first floor of the premises for childminding and an enclosed garden. The childminder has a dog, a tortoise and two chinchillas as pets. There are currently 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder receives funding for the provision of free early education for three- and four-year-old children. She is open all year round, from 6.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and 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 opportunities for children to develop and express their own ideas, for example, by reviewing the organisation of adult-led activities, so that they allow greater flexibility to facilitate children's creativity
- enhance the younger children's exploratory play, for example, by extending the range and variety of accessible resources including natural media and materials that can be used, moved and combined in different ways.

Inspection judgements

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

The childminder and her assistant have a good understanding of the areas of learning and how children learn. Once children have settled, the childminder establishes their starting points for learning, by undertaking an accurate assessment of what they already know and can do. Following this, there is effective ongoing observation and assessment including the use of a precise tracking document. Consequently, children's learning is closely monitored and they are supported in making good progress. Furthermore, this means that any emerging development concerns that may require early intervention and support are promptly identified. Children's records of learning show they are working comfortably within the appropriate development expectations. Planning and organising of learning activities is good and ensures a broad and balanced curriculum across the areas of learning. As part of this, the childminder plans around a wide variety of topics and children's interests are incorporated alongside their next steps for learning. These are clearly reflected in detailed learning plans that are completed for each child.

Children's learning experiences are complemented through interesting outings that help them to learn about the wider world. For example, children find out about many different types of animals as they visit the farm, zoo and animal sanctuary. Furthermore, they help to care for the childminder's pet chinchillas and tortoise, visiting the pet shop as part of this. Parents are well-informed about their children's progress and are effectively encouraged to share learning at home. For example, insightful records of learning are regularly shared, as well as these being readily accessible to parents. Information is exchanged through a home-link learning diary, which enables the childminder and parents to support children's next steps for learning together. Through this, parents are encouraged to share their own observations of children's achievements, interests and events, such as going on holiday or visiting the dentist for the first time. In addition, parents are asked to complement topics, for example, by bringing things in from home or engaging their children in linked activities at home.

The childminder and her assistant balance their interaction carefully. For example, they sensitively intervene to support and extend children's learning if required, while at the same time enabling children to initiate their own play. Consequently, children are acquiring the skills necessary for future learning as they move on to school. For example, children express and develop their own ideas as they play imaginatively with dolls and teddies and the doctor's surgery role play. The childminder and her assistant help children to build on their ideas and provide an interesting narrative about what they are doing as they play, to enhance children's enjoyment. They support children's early communication and language by extending children's vocabulary and use of new words, such as, a stethoscope. As children engage in a mark-making activity, they develop early reading and writing skills. For example, while making different marks, children practise their small physical skills as they hold the crayons. However, such activities based around fire safety activity sheets, are too directed, especially for the youngest children. This is because they are based around an adult-defined learning objective and are not flexible enough to enhance children's creativity. This includes through the provision of a wider range of readily accessible arts and craft media and materials.

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

Children are happy, confident and settled. They have clearly developed close bonds with the childminder and her assistant, both of whom have a very positive and warm nature with the children. For example, children enjoy playing alongside them with imaginative toys, such as the doctor's role-play kit. There are effective settling-in arrangements, in order to ensure a seamless move for children. For example, introductory visits are gradual, in order for children to build up their confidence as they become familiar with a new environment and their new carer. The childminder effectively gathers information about each child and their family. This enables her to meet children's individual needs and provide individually tailored care, in line with parent's wishes and home routines. The childminder creates and displays collages of children's interests, the things they enjoy, the things they and parents enjoy doing together and any fears children may have. Consequently, children develop a strong sense of security, as a result of a shared and consistent approach. This is fostered further as the childminder effectively supports

children's move to school. For example, teachers visit children at the childminder's home and this is used as an opportunity to share information about children's level of development.

The childminder creates a welcoming environment. This is enhanced by an exciting Halloween display in the entrance, children's artwork being thoughtfully displayed and photographs with captions about how children learn. Consequently, children develop a strong sense of belonging, are able to recall and reflect on their learning and feel that what they do is valued and celebrated. This fosters their self-esteem and confidence. Care practices are effective in ensuring children enjoy what they are doing and learn to be independent. For example, children make choices about what they would like to play with, because toys are organised at low level around the designated playroom. However, the childminder does not always take precise account of the organisation of resources for younger children. This means she does not always maximise opportunities for them to consistently excel in their learning by being able to make independent selections from a greater range. Children are very sociable. They share experiences as they play imaginatively alongside each other with the doctor's role-play resources or have lunch together. Children have further opportunities to socialise by attending different groups within the community. As these provide children with opportunities to mix with larger groups of children, this prepares them further for moving onto school. Children behave well, as a result of lovely positive reinforcements and effective role-modelling by the childminder and her assistant. Children also respond positively to instructions, such as, helping to tidy up in preparation for lunch.

Although parents provide packed lunches for their children, the childminder encourages them to adhere to her healthy eating ethos. The childminder further supports children's early awareness of making healthy choices about what they eat, for example, through food tasting activities. Furthermore, children also help to plant and grow vegetables, such as tomatoes. This helps children to find out about the origins of food and reinforces their understanding of healthy eating. Children learn about other practices that contribute to a healthy lifestyle as they readily wash their hands before eating. Children's understanding of these and other self-care routines is reinforced through posters being displayed in the bathroom. Children have good access to daily fresh air and exercise. This helps them to learn about the benefits of physical activity on their bodies and develop a positive approach to being outdoors. For example, they visit parks and indoor physical play centres where they use a variety of more challenging equipment. As well as children developing confidence in their large physical skills, they also learn about early risk-taking and keeping themselves safe. Children visit the fire station and have contact with the local community police officers, further developing their understanding of other aspects of staying safe.

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

Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, the childminder and her assistant have improved their knowledge and understanding of the Early Years Foundation Stage. Consequently, the childminder has made effective changes. Observation, assessment and

planning arrangements are much improved and now ensure that children's learning and development is well supported. The re-organisation of space means that children's individual needs are now better considered and they are able to play more comfortably. An accurate record of children's attendance is maintained, which enhances the arrangements for promoting children's welfare. The childminder and her assistant can identify possible signs of abuse and neglect. As the lead person for child protection, the childminder has a good understanding of referring such concerns promptly to safeguard children. Her assistant has a good awareness of both internal and external reporting procedures. This means that should she need to bypass the childminder due to her own concerns, she is confident to do so. Hazards are identified and minimised well to promote children's welfare indoors and outdoors. For example, a safety gate is fitted to the play room entrance to prevent children from having direct access to the stairs leading to the first floor and the home is secure.

The success of the improvements made is attributed to the childminder's commitment to working closely with her local authority and developing her self-evaluation. For example, she regularly reviews her provision and the quality of teaching with her assistant, in order to identify future plans for improvement, that will continue to improve children's achievements over time. The childminder's assistant has a clear understanding of her roles and responsibilities, attending training, such as, first aid, as part of this. Consequently, when left in sole charge of the children for short periods of time, she has the necessary skills and knowledge to help them to stay safe. Parents' views are very important to the childminder, in order to help her inform and improve her childminding service. For example, they are provided with regular questionnaires. These, alongside parent's verbal feedback, reflect complimentary comments about the care of their children.

Parents receive good-quality information about the childminding service. For example, they initially receive copies of the childminder's policies and procedures, in order for them to make an informed choice about the care and education of their children. There are good arrangements for ensuring a regular two-way flow of information between the childminder and parents. For example, there is email communication, text messages are sent, notices, photographs and information is displayed and a home-link diary is used. As a result of effective communication, there is a shared and consistent approach to children's care and learning. This is enhanced by the childminder working closely with other professionals, such as, health visitors, to support particular stages of development that may require additional support. Where children in reception class attend only in the school holidays, the childminder finds out information about what they are learning at school. Consequently, the childminder gains a full picture of all of a child's achievements, in order to complement their learning fully and balance children's experiences with those in other settings.

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

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| Unique reference number | 303514 |
| Local authority | Calderdale |
| Inspection number | 981554 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Name of provider | |
| Date of previous inspection | 02/06/2014 |
| 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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Piccadilly Gate
Store St
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M1 2WD

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