

Inspection date	03/11/2014
Previous inspection date	12/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder knows children extremely well. This means that she plans a wide range of stimulating and challenging activities that support individual children's interests and learning, effectively preparing them to fully maximise opportunities when they move on to school.
- Children demonstrate that they feel safe and secure with the childminder. This is because she ensures that safeguarding is given a high priority and fully understands her responsibility in keeping children safe from harm.
- Children thrive, get along with each other and make rapid progress in all areas of learning. This is because the childminder engages in positive interactions with them and uses highly effective teaching strategies that demonstrates exemplary knowledge of how children learn and develop.
- The childminder has established highly effective partnership with parents and other professionals involved in children's care, learning and development. Parents speak extremely highly of the support she offers to them and their children.
- The childminder has a calm nature and offers a very welcoming, homely environment, which helps children to settle rapidly and build extremely secure attachments with her. Consequently, children are happy and confident and their emotional well-being is effectively supported.

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 playroom, kitchen/dining room and garden.
- 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 spoken to on the day and written comments provided by parents in the home-to-setting books.
- 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 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Lightcliffe, West Yorkshire. The main playroom, kitchen, dining room and rear garden are used for childminding purposes. The childminder attends a local childminding support group and regularly visits the local parks and takes children on outings. There are currently nine children on roll, of these four are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for two-year-old children. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder takes children to and picks them up from the local nursery and school. 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 even further children's excellent understanding of healthy foods and the food growing cycle by, for example, developing further the garden by installing the growing frames.

Inspection judgements

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

Children make rapid progress in their learning. This is because the quality of teaching is excellent. The childminder uses highly effective teaching strategies and has a thorough knowledge and understanding of how children learn and progress. She knows children extremely well, follows their interests and plans next steps to further promote their learning. As a result, children thrive and are highly motivated to learn in this outstanding provision. The childminder has an excellent understanding of the Early Years Foundation Stage and provides an exceptional educational programme that has depth and balance. She makes extremely effective use of the local community to support and enrich children's learning. For example, children's interests in building are expertly supported through planned and spontaneous visits to the local construction site, where children are able to peer through the security fences and watch the foundations of houses being built. Consequently, when back in the childminder's home children use their imagination to replicate this by building secure foundations for the tall towers they build. They challenge themselves in choosing the construction set most suited to the purpose. Younger children who are interested in knocking down the tower that the older children have built are effectively redirected to use the construction kits at the developmental level that they are at. The childminder skilfully engages them in filling, emptying and transporting the bricks in containers. Ongoing daily reflection means that adaptations to activities are made to

promote each child's learning. As a result, all children enjoy their learning and are able to persist in the challenges that they set themselves. Young children's physical skills are supported extremely effectively as the childminder ensures that babies have space to move around and sturdy furniture to pull themselves up on. She also provides lots of praise and encouragement to babies so that they develop their confidence in the newly learnt skill of walking.

The childminder seizes every opportunity to develop children's communication and language skills. As a result, children make exceptional progress in this area of learning. For example, she engages children in conversations during daily meal time routines. She ensures that meal times are a social occasions where she eats with children and they talk together at length. She enthusiastically engages children in group and individual singing activities where their interest is sustained as requests are upheld to repeat favourite action rhymes and songs. Older children display high levels of confidence in their language abilities. They hold animated conversations about the buns they made last week and demonstrate their excellent memory recall skills. They say 'we decorated them with black and white icing and they were spooky'. Children's mathematical development is significantly enhanced as the childminder encourages them as they count in sequence from one to 39. She then sensitively helps them to use the correct terminology for the number 40. Children's mathematical development is further supported as they play number games together and look at the different numbers that are around in the local environment. Furthermore, children develop their understanding of shapes as they identify circles, squares and rectangles in the local environment. Children are keen to explore the writing resources that the childminder provides. Younger children develop their fine motor skills and their understanding of cause and effect as they repeatedly draw lines and circles on mats and enjoy wiping the mat clean. Older children demonstrate their understanding of the difference between numbers and letters and confidently write numbers from one to five and write letters from the alphabet naming them and stating 'that's q for queen'.

The childminder makes detailed observations of the children and analyses their development across the seven areas of learning. She systematically completes assessments and tracks progress each term. This highlights where children are progressing well and any areas where progress is less than expected. She is swift in her implementation of interventions to ensure that children quickly catch up in their learning. The childminder completes the required progress check for children between the ages of two and three years, she consults with parents on when the best time for this is and shares the developmental summary with them. She brings children's learning journals to life by supporting her observations with highly relevant examples of children's own work and photographs of experiences they have had. Parents contribute very actively to their children's learning and development when they start to attend and throughout their time with the childminder. For example, detailed information is collected from parents about their children's experiences, interests and what they can do. This, along with the childminder's initial observations ensures that children's starting points are effectively identified. The childminder frequently shares children's learning journals with parents and she has created special books designed for them to contribute and share information from home. The childminder also supports parents exceptionally well in extending their children's learning at home. For example, she talks to parents about the importance of singing songs and rhymes and provides leaflets of songs and rhymes that they can use at

home to further support their children's communication and language development. This shared approach has a very positive impact on the progress children make. All children are exceptionally well prepared to maximise opportunities in the next stage of their learning, including the move to full-time school.

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

All children display high levels of contentment and confidence in the childminder's homely care environment. From the outset, children experience warm and trusting relationships with the extremely caring and sensitive childminder. As a result of her calm and easy-going nature, children flourish in her care and demonstrate that they feel safe and secure. A strong emphasis is placed on children's emotional well-being. Flexible settling-in arrangements are effectively tailored to meet the individual needs of the children and their parents. The childminder visits children at their own house, which gives them the opportunity to meet her in the security of their own home. High quality, detailed information is gathered from parents about their children's needs and care routines before they start. Consequently, the childminder gets to know the children extremely well and she is able to replicate home routines to ensure continuity of care. The childminder puts in place thoughtfully-considered strategies to help settle and comfort new children. For example, favourite comfort blankets are easily accessible for babies when they are tired or upset. As a result, children are emotionally prepared for the move and thrive as they are able to take full advantage of the next stage in their learning.

Children learn about expected levels of behaviour from the positive role modelling of the childminder and from each other. Children's behaviour is exemplary because she provides them with clear and consistent boundaries. From an early age the childminder helps children to consider the impact of their behaviour on others. As a result, they care for each other, play confidently and cooperatively together. They show increasing self-control and an excellent ability to deal with situations themselves. Children display impeccable manners and consistently use the words please and thank you. Children demonstrate an excellent understanding of how to keep themselves safe and manage risk. The childminder skilfully supports children on outings to the estate where new houses are being built. During this time she gives clear and simple instructions, which the children follow. Consequently, they understand the importance of not going beyond the surrounding fence and are developing their competence in assessing and managing risk and learning how to keep themselves safe.

The childminder places a high priority on children's health and hygiene. From a young age children learn about the importance of washing their hands to clean them after feeding the rabbits and before eating. Older children are fiercely independent and manage their own personal hygiene needs and confidently wash their hands to remove germs when visiting the toilet. Meals are freshly prepared by the childminder and are balanced and nutritious. The childminder takes into account a wide range of dietary needs and provides dairy-free foods, organic foods and halal foods to meet individual children's medical and cultural needs. Children have wonderful opportunities to learn about healthy eating and talk at length over the dinner table about foods that are healthy and foods that are not healthy. The childminder is planning to install growing frames in the garden so that

children can be involved in growing healthy foods. Children are provided with plenty of fresh water and milk to drink. This is viewed as particularly important to their healthy growth and development by both parents and the childminder. Children participate in cooking activities where healthy options, such as fresh tomatoes for the pizza toppings are chosen. Children get plenty of fresh air and exercise, whatever the weather. They enjoy play in the garden and daily trips out to the local park and other venues.

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

Children's safety is given high priority and the childminder thoroughly understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults in the household have completed appropriate vetting checks. She has an excellent understanding of safeguarding and keeps her knowledge current through attending regular training. This ensures that she has a firm awareness and understanding of the signs and symptoms of abuse. The thorough policy in place supports the childminder in her role of safeguarding children. She knows who to contact should she have concerns about a child's welfare and has contact details of relevant agencies recorded in her safeguarding file. Children are safe and cared for exceptionally well because the childminder is vigilant in her supervision of children. Detailed risk assessments cover all areas that children have access to and all outings they are taken on. Children's attendance is carefully monitored through daily records detailing the times of arrival and departures; these are signed on a weekly basis by parents. Careful attention is given to keeping children safe on outings. For example, when travelling in the car, the childminder carries cards she has made with photographs of each child and their parents' contact details on the back. This ensures that in the event of the childminder being injured in a road traffic accident emergency services would know who to contact. This helps to ensure children's safety and security at all times. The childminder is very well organised and is detailed in her record keeping.

The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Her monitoring of the educational programme is excellent and she uses highly efficient systems to identify any gaps in children's learning. These are quickly addressed with effective intervention put in place to ensure that all children reach their potential. The quality of teaching is consistently high and actively promotes children's rapid progress in all areas of learning.

All of the areas identified for improvement at the previous inspection have been effectively addressed. Self-evaluation is strong and places emphasis on maintaining high levels of achievement for all children and on improving outcomes. Strengths and weaknesses are clearly identified and focused plans are in place to secure continuous improvement. In addition, self-evaluation incorporates the views of children and parents. The childminder is highly committed to providing an excellent service for the children and their families. She is highly motivated in her continuous professional development and is continually seeking ways to develop her own skills. She attends a wealth of training, which she then uses to enhance her teaching skills. This contributes towards the excellent progress that all children make in their learning.

The childminder works exceedingly well with parents, other settings and external agencies. She displays high levels of understanding and provides parents and children with reassurance when they are experiencing difficult times. Partnership with parents is based on mutual trust and respect. This has a very positive impact on the care and well-being of children and the progress they make in their learning. There is an excellent two-way flow of communication as information about children's care and learning is regularly shared. The views of parents are gathered through questionnaires and ongoing dialogue. Parents are highly complementary of the childminder's provision, commenting on the excellent progress their children are making. The childminder works in close partnerships with other early years settings including schools. She shares information regarding children's assessments and encourages parents to share their children's learning journal. She attends local childminding support groups and has links with the local authority advisory service, which helps her to develop her knowledge and share good practice.

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
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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	EY302128
Local authority	Calderdale
Inspection number	861771
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	12/01/2009
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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