

Inspection date	10/11/2014
Previous inspection date	07/01/2009

The quality and standards of the early years provision	This inspection:	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 provides a welcoming and homely environment. She establishes warm and secure relationships with the children, and as a result, they have a strong sense of security and belonging.
- The childminder builds close partnerships with parents through effective information sharing. This joint approach means children benefit from continuity and consistency so that they learn more quickly.
- The childminder's teaching is good. She has a secure knowledge of how children learn and plans purposeful learning experiences across all areas of learning. As a result, children make good progress in relation to their starting points.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised and kept safe and well protected.

It is not yet outstanding because

- Children have less exposure to print in the outdoor area to consolidate and further develop their literacy skills.
- Children have fewer opportunities to develop self-help skills in daily routines, such as serving themselves at snack times.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of the adults living in the house, the childminder's self-evaluation action plans and qualifications, including first aid.
- The inspector carried out a joint observation with the childminder.
- The inspector read comments from parents to take their views into consideration.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Elland area of Halifax. The whole ground floor of the home is used for childminding, with the bathroom facilities on the first floor. There is a fully enclosed garden for outside play. The childminder attends the local toddler group on a regular basis and collects children from the local schools. There are currently eight children on roll, four of whom are in the early years age range 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.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend children's exposure to print further, for example, by enhancing the outdoor area with signs and labels to maximise the opportunities children have to develop their literacy skills to the fullest potential
- enhance the organisation of routines, such as snack times, to incorporate opportunities for children to practise and develop their self-help skills even further; for example, by helping to prepare and serve themselves at snack.

Inspection judgements

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

The childminder's teaching is good. She has a clear understanding of how children learn and develop. Planned activities are purposeful and age appropriate. The childminder uses observation effectively to identify children's current development levels and plan next steps in their learning. For example, after observing children enjoy counting the steps when they go upstairs, she extends this learning by introducing further opportunities for children to count in everyday activities. The childminder accurately assesses and tracks children's development in order to support them to reach their potential. She has an effective system in place for completing and sharing the progress check for children between the ages of two and three years with parents.

The childminder has high expectations for children and a good understanding of child development, including the different areas of learning. She uses this knowledge effectively to support children to make good progress across all areas of learning. For example, the childminder extends children's language by introducing the names of different fruits. Older children's thinking is challenged as she encourages them to recall where and why they

went on an aeroplane in the summer. As a result, children learn new words and develop their confidence in talking. The childminder effectively uses puppets and props as she reads to children, who are mesmerised by her storytelling skills. As a result, children are developing their listening skills and love of books. Children benefit from a print-rich environment indoors and are learning that print carries meaning. For example, resources are clearly labelled with words and photographs. However, this is not as effective in the outdoor area to consolidate what children already know or to extend their understanding of new words. Children enjoy sensory play with dry coloured rice. They fill and empty containers with rice using their hands, scoops and spoons. This supports children's small muscle and coordination skills. The childminder encourages the children to estimate how many handfuls it takes to fill various sized containers and supports them to count accurately. Children use 'bigger than' and 'smaller than' to compare the size of their hands as they make prints in the rice. Consequently, children's mathematical skills are effectively supported. The childminder participates well in children's play as she joins in at their level and allows children to take the lead. As a result, children feel valued and respected. This means that children have the key skills needed for the next steps in their learning, and they are progressing well towards the early learning goals.

Parents are actively encouraged to be involved in their children's learning and development. The childminder gathers detailed information from them about their children's needs and levels of ability from the start, which enables them to settle quickly. She then continues to work closely with parents, offering daily feedback about what their children have been doing and how they can support them further. The childminder shares children's learning journals with parents on an ongoing basis, so they are fully informed of the progress children are making. The childminder provides ideas to extend children's learning at home, through verbal discussions and children's journals. These strategies successfully keep parents informed and able to extend their children's learning away from the setting.

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

Children are emotionally secure due to the effective settling-in programme and the childminder's ability to promote their self-esteem. For example, children build up their time with the childminder and she obtains detailed information from parents, to enable her to create a care and learning plan, in order to support children from the outset. Children are well prepared for their transfer to nursery or school as the childminder ensures that they are confident when playing with larger groups of children, such as at toddler group sessions. This helps children to learn about the local community and enhances their social skills. Close trusting relationships are clearly evident between children and the childminder. Children approach her confidently and show by their actions that she makes them feel safe and secure. For example, children enjoy climbing up on the comfortable sofa and sitting next to her to look at books. Consequently, children's emotional needs are very effectively met.

Children's behaviour is well managed by the childminder as she uses a calm and consistent approach. She acts as a very good role model as she reinforces appropriate behaviour with positive praise. Children are encouraged to work cooperatively together;

for example, they share resources during play and are learning to take turns, which promotes their personal, social and emotional development exceptionally well. Positive behavioural expectations are displayed on the wall and explained by the childminder. For example, children learn that 'We always take our shoes off inside' and 'We are kind to each other'. As a result, they understand the boundaries and expectations within the setting. The childminder uses every opportunity to teach the children about keeping themselves safe. For example, she talks to them about how to play safely with rice during a sensory play activity and children understand that it will hurt if it goes in their eyes. Children demonstrate their good understanding of keeping themselves safe as they confidently talk about the fire evacuation procedure in the setting. There is a well-resourced environment both inside and outdoors, which supports children's all-round development and emotional well-being. Children select their own resources and eagerly take off their coats and boots when they come in from the outdoors. However, opportunities for extending the children's already very good self-help skills have not been fully incorporated into all daily routines, such as helping to prepare their snack and serve themselves at snack times.

Opportunities for children to develop their understanding of the importance of fresh air and exercise are promoted well. Children go outdoors daily and visit play gyms and parks on a regular basis. Here they are able to use more challenging apparatus to practise their larger muscle movements and build confidence in their own abilities. Children are developing their understanding of a healthy diet. Snacks offered throughout the day are balanced and nutritious. As a result, children gain a sound understanding of a healthy diet and the need for physical exercise.

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

The childminder has a clear understanding with regard to her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She understands her responsibility to safeguard children in her care and applies her policies effectively on a daily basis. The childminder has attended safeguarding training and has an up-to-date paediatric first-aid qualification. Therefore, she is able to provide appropriate care in the event of an accident or emergency. A register of the children attending, including when they arrive and leave, is in place. Comprehensive risk assessments are in place and checks of the environment and resources ensure that children are well protected and can play and learn in a safe and secure environment. As a result of the childminder's good practice, children's safety and welfare are well promoted.

The childminder monitors the provision and children's progress effectively by reflecting on a daily basis what has gone well and what needs changing. She adapts her activities to meet the range of children attending and their changing interests. This means that children's learning and development is promoted well. She effectively monitors children's progress through summative assessments and promptly targets areas of development that require additional support. This ensures all children are making good progress. The childminder has attended training through the local authority and has developed strong relationships with other childminders in the local area. This enables her to disseminate

good practice and to develop her provision, demonstrating that the childminder has a good capacity to improve further. The childminder uses self-evaluation well as a basis for improving her practice. For example, she has reviewed and developed further her book area so children have easy access to a good range of well-maintained books. She gains the views of parents through informal discussions and comment sheets in children's journals. Actions and recommendations from her last inspection have been fully addressed. For example, the childminder has developed her risk assessment procedures. As a result, hazards are identified and appropriate measures are implemented to minimise risk. Consequently, she has enhanced the efficient and safe management of the childminding service.

Partnership with parents and other professionals are strong and contribute significantly to the good progress children make. The childminder shares her policies and procedures with parents and other important information, such as Ofsted's contact details and her insurance cover. This means that parents are well informed about the very good service provided. Parents comment on how happy they are with the care and how well children have progressed in their learning. Children comment positively in thank you cards to the childminder saying 'I will miss you loads, thank you for everything you have done for me'. The childminder works well with other providers and shares appropriate information with them. Consequently, there is continuity between settings to support and complement children's development.

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	303583
Local authority	Calderdale
Inspection number	871724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	07/01/2009
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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