

Inspection date

Previous inspection date

15/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 talks consistently to children at their level, asking questions to ensure they develop their critical thinking skills and through the good quality time she spends with individual children.
- The childminder has a secure understanding of the safeguarding and welfare requirements, and this is supported by the implementation of effective policies and procedures, which successfully promotes children's safety and well-being.
- The childminder has developed a very good working relationship with parents and other settings children attend. This ensures children settle well and information about their progress and care is shared.
- The childminder uses observation and assessment to effectively identify where children are in their learning. She has a secure understanding of how to support children's learning and development. The childminder uses information gathered to plan successfully for the next steps in children's learning, helping them to make good all-round progress.

It is not yet outstanding because

- The childminder does not always fully maximise opportunities for children to share how they are feeling as they begin to manage their behaviour.

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 completed a joint observation with the childminder.
- The inspector toured the areas of the home used for childminding, including the lounge, kitchen, upstairs bathroom, play cabin and rear garden.
The inspector looked at a range of documentation including evidence of the childminder's qualifications, Disclosure and Barring Service checks for all adults in the home, a selection of policies and procedures, including safeguarding and children's learning records.
- The inspector observed children playing both in the home, the play cabin and rear garden.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children in Brighouse, West Yorkshire. The whole of the ground floor, upstairs bathroom, play cabin and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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 opportunities for children to explore and understand their feelings and emotions.

Inspection judgements

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

The childminder promotes children's learning in a very positive way ensuring they receive a good quality of teaching. She talks to children constantly with good relevant questions and information. For example, she asks them to choose their favourite nursery rhyme from named cards in a bag. The children reach into the bag and choose the picture of their favourite nursery rhyme. Children sing about the dolly and the childminder encourages them to say the words correctly and copy the actions relating to the rhyme. As the children sing the songs, they receive lots of praise from the childminder. This boosts children's self-esteem, along with developing their early communication and language skills. Children are able to access a very good range of age-appropriate toys and resources, both indoors, in the play cabin and in the garden. These are clearly labelled with both words and pictures to help children to learn that print carries meaning.

The childminder asks the children if they would like to make some Christmas decorations for their mummies and daddies. Children are eager to participate; together they measure out the half cup of flour and salt. They follow instructions from the childminder well. Children confidently use the tools well to mix the water into the flour and then roll out the dough. The childminder then helps them to make their hand prints in the salt dough before placing it in the oven. This activity helps to develop children's early recognition of size and their hand-to-eye coordination. However, as children participate in some activities, not all children are happy to include and share with their friends. Children get

very excited as the childminder gives them opportunities to play in the cabin. On the way to the play cabin, children play with the sand and bounce on the trampoline and ask the childminder to join in. The children run around outside and play hide and seek in the bushes, and then get excited as they find their friends and the childminder. When inside the play cabin, the childminder shows them the pretend snow and children tell her how cold and soft it is. The childminder extends children's thinking and challenges them as they talk about the snow. For example, she asks them about what animals live in the cold. Children show her the penguins and proceed to place them in the snow. They then count how many they have placed in the snow and tell the childminder there is five. This develops their counting skills and their understanding of the world.

The childminder completes in-depth learning records for each child in her care. She works closely with parents and gathers information about children's interests and what they are able to do before they start. The childminder uses this information to effectively assess children's starting points. This coherent approach to children's learning and development means that their needs are effectively met from the start. Parents are keen to contribute to their child's learning records about what they are learning at home. This ensures children's progress is identified through good partnership with parents. The childminder carries out a large amount of observations, and these show children's progress in all areas. This ensures that children's development is monitored and their next steps in learning are identified. The observations are supported well with photographs of a large selection of activities that children participate in. The childminder has a good understanding of the importance of the progress check for children aged between two and three years. She completes these with parents and other professionals involved in the children's care and ensures that children are progressing well in the prime areas of learning. The childminder works successfully with teachers at the local school. Regular visits to toddler groups provide young children with the opportunity to mix with others and develop good interpersonal skills. They develop their listening skills and gain confidence in speaking out as they take part in group activities. These opportunities help them to develop key skills for their future learning.

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

Children are clearly very happy and settled as the childminder provides a warm, welcoming and friendly environment. This supports children's emotional well-being and results in children who are confident, motivated and active learners. This is evident as they talk to visitors and say their names. The childminder uses praise and encouragement to support the children's good behaviour and children respond positively to this. For example, they smile as they are told how well they have done as they complete the Christmas presents they are making. This boosts their confidence and self-esteem.

Children's health and hygiene are promoted well by the childminder. They have regular opportunities for fresh air and exercise and the childminder implements effective daily routines. For example, children access the well-resourced garden and have regular walks to and from school and to parks, where they play on apparatus. The childminder talks to young children about the importance of brushing their teeth. Children follow good hand washing procedures before baking and after playing outside and use paper towels to dry

their hands. These practices ensure that children learn about a healthy lifestyle and help to prevent cross-infection. The childminder provides healthy and nutritious meals, which take into account children's dietary requirements. Children's independence is promoted well in readiness for school. For example, they are encouraged to choose the fruit and slice it at snack time and put on their coats and wellington boots before going outside. Children have good opportunities to learn about keeping safe in the childminder's care. For example, they talk about road safety and how to walk carefully up the stairs to the play cabin, so they do not slip. The childminder has clear evacuation plans displayed in her home and talks to children about how to evacuate the home and cabin in case of an emergency. She practises fire drills to further ensure children's safety while they are in her care.

Children's well-being is enhanced through positive partnerships with parents. The childminder gathers information from parents at the start of the care arrangement. For example, she gathers information about any dietary requirements and children's daily routines. Additionally she invites parents and children for settling-in sessions. This helps the childminder to gain a good understanding of their individual needs and helps children to feel secure in her care. The childminder supports children's move to other settings very well. For example, young children become familiar with other settings through discussions about nursery and as they accompany older children to school daily. In addition, they attend regular playgroups and social events at schools where they are able to further develop their confidence and socialise with their peers.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of child protection issues and her responsibility to protect children from harm. The childminder accesses relevant training and has a strong, up-to-date understanding of the potential signs of abuse and the procedures for reporting concerns. The childminder maintains a good range of written policies and procedures, which support her practice and contribute to safeguarding children. These are shared with parents reassuring them that their children are safe and well cared for. The childminder ensures all legally required documentation is in place and well organised. For example, children's personal details, Disclosure and Barring Service checks of adults in the home and records of children's attendance are completed. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and outings that children go on. Visitors are asked to show their identification and sign in and out of the home. These procedures help to ensure that children are cared for with safety as a priority while in the care of the childminder.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. The childminder carefully reflects on activities and uses this information, along with her secure knowledge of child development and children's interests, to help with future planning. The

childminder supports children to take part in a very good range of child-initiated and adult-led experiences, which are very stimulating and varied. She uses a tracking system, which clearly monitors the good progress children are making. The childminder's commitment to improving the provision for children is good. For example, she regularly complements her self-evaluation to identify her strengths and areas for improvement. Therefore, she is active in improving the provision for children. Consequently, children benefit from her commitment to maintaining continuous improvement.

Strong partnerships are in place with parents and other professionals to ensure continuity of care and learning and readiness for school. Relationships with parents are very positive and they comment about, 'How well their children's development has progressed and the lovely selection of resources available.' Parents' views are gathered through the completion of regular questionnaires, daily diaries and verbal feedback. This promotes parents involvement in their welfare and builds a robust partnership with the childminder. The childminder shares important information with parents. For example, they have access to Ofsted's contact details and the childminder's insurance cover. This means that parents are well informed about the service she provides. The childminder ensures that she has firm links with other providers of the Early Years Foundation Stage. She confidently discusses the necessity of sharing relevant information with regard to children's learning and development. This ensures very good continuity of children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY447073
Local authority	Calderdale
Inspection number	894532
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
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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