

Inspection date	13/01/2015
Previous inspection date	12/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 good range of activities and skilfully matches them closely to children's interests. Consequently, children engage fully and make good progress in all the areas of learning.
- The childminder knows individual children very well. Her calm, caring attitude and attention to their safety and well-being ensures children settle quickly, play safely and are happy.
- Skilled teaching, effective use of observations and assessments, and good understanding of how children learn best ensures that children thrive, learn and develop well.
- Children listen and behave well because the childminder is consistent in how she guides and supports them. This means that children effectively gain necessary skills to be ready for their move to nursery, school, or the next stage of their learning.
- Communications and relationships between parents and the childminder are good. As a result, learning between home and the setting is continuous.

It is not yet outstanding because

- Some opportunities are missed to further develop children's understanding of the world through exploring objects, living things, natural and man-made materials.

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 indoor areas.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records and a sample of documents, including children's assessment records, planning documentation, policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder, and the suitability of those living in the household.
- The inspector took account of the views of parents spoken to on the day and written feedback from parents.

Inspector

Joan Haines

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, with whom she co-childminds, and one child aged in a house in Brighouse, West Yorkshire. The childminder also has an assistant. The whole of the ground floor and the rear and side garden are used for childminding. The family has a parrot as a pet. The childminder attends a toddler group each week and an indoor play-gym in the locality once a month. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, three of whom are in the early years age group and attend for a variety of sessions. She 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:

- broaden the opportunities for children to explore materials, natural and man-made objects, animals and plants, to further their understanding of the world.

Inspection judgements

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

The childminder is knowledgeable about all of the areas of learning. She provides a good balance of child-initiated and adult-led activities, and skilfully tailors them to match children's interests and needs. As a result, children are fully engaged in their activities. For example, the childminder skilfully reads a captivating story to the children about other children who go to a special school. Children gather round her, sit comfortably and enjoy looking and listening as the story unfolds. The childminder is skilled in teaching. She uses a good range of teaching methods. These include listening closely to children, encouraging natural conversation and asking open questions. Consequently, children show confidence, develop their thinking skills well and demonstrate good vocabulary and spoken language. Children take a pride in their achievements, as one child finishes her collage of shapes she proudly announces, 'It looks beautiful'. All children show good physical development and a good variety of outdoor equipment is used regularly to encourage this. Older children effectively learn to write their name and simple words, and the development of early literacy skills is good. Children enjoy good opportunities to learn about their local environment through regular walks and outings. However, there are fewer opportunities for children to explore man-made and natural objects, animals and plants, to learn about similarities, differences, why things happen and how things work and change.

The childminder knows individual children and their likes, interests and needs very well. As children play, she effectively records their achievements and makes accurate assessments

of their progress. She is well informed about children's starting points through careful observations and useful information from parents. This is used well to plan suitably challenging activities and to provide for the next steps for each child. Children relate well to each other, listen attentively, behave well and concentrate for good periods of time. Consequently, they are well prepared for their move to nursery, school, or the next stage of learning.

Parents are positively welcomed into the setting. The childminder provides a warm and inviting environment in which parents often stay to talk with the childminder. Parents and carers provide useful information about their children's starting points in an All about me booklet. This is used well to ensure that activities closely match children's needs and interests. Comments from parents in children's learning journey files show that they hold the childminder in high regard and value her daily support and skilful care of their children.

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

The childminder skilfully ensures that each child's care and emotional needs are well provided for and the key-worker system is effective. Children who enter the setting are warmly and successfully integrated and included. All children quickly settle in, demonstrate good levels of confidence and growing independence. Children's calm behaviour shows that they feel safe and secure. Attachments between the childminder and children are very positive. The childminder maintains a stable routine each day, which children quickly become familiar with. They learn how to keep themselves safe and how to manage new challenges by assessing risk. This means that children's health, safety and emotional well-being are well promoted.

The childminder is kind, caring and attentive to the children, and is a good role model for them. She skilfully uses books and stories to help children to learn about others and to understand differences in each other. Children effectively learn to behave well, respect each other and follow the clear guidance for good behaviour. Relationships are positive between children and adults, and between children themselves. This is a very happy setting in which children are settled. Through eating healthy foods and regular exercise in the attractive and well-resourced outdoor area, children effectively learn the importance of a good diet and physical activity. The childminder ensures that children are developing well in their personal independence. She encourages older children to visit the bathroom by themselves and appropriately supports younger children in attending to their personal care needs.

The indoor and outdoor environments are exceptionally well organised and resources are accessible at children's height. Each day has a clear structure. As a result, children move confidently and safely around the play areas, helping themselves to resources and participating fully in engaging activities. Children are well prepared emotionally for the move to nursery or school. The childminder talks with the children about nursery and school. She takes children to their next setting for the day or collects them from their previous setting, this provides continuity so that they are happy and secure. As a result,

children are confident in their transitions between settings.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and these are met. The childminder has benefited from recent training in safeguarding and first aid. She is knowledgeable about what to do if concerned about a child's welfare, safety or in the case of an emergency. The environments and equipment are regularly risk assessed to ensure that identified hazards are minimised and made safe for children. All adults working in the setting have been checked for their suitability to work with children. There is a comprehensive range of policies that are used effectively to guide practices in the setting. These are implemented well to ensure that provision for children's learning, care and well-being is good.

The childminder has a good working knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Through skilful use of a good planning method, she makes sure that a broad range of interesting and appropriately challenging activities are provided, with one minor weakness in promoting understanding of the world. She has improved her approach to observing children's progress and achievement since the last inspection. The childminder effectively observes how children are getting on in the activities and all children make good progress relative to their starting points. In addition, since the last inspection, improvements have been made in the way the childminder evaluates her provision. She is clear about the strengths of her provision and has improved the ways in which she helps children to learn about other cultures and diversity. Risk assessments for trips and outings are specific and effective, and this is an improvement since the last inspection. The childminder works in close proximity to her co-childminder and assistant. This daily contact is effective in ensuring that practices are effectively discussed and evaluated by each other. Communications and relationships between the adults in the setting are very good and this promotes harmony and consistency in working practices.

The childminder relates well to parents and carers. She effectively ensures their involvement in children's learning and development through inviting their feedback. She has developed unique records of each individual child's learning journey and these provide useful information for parents, carers, nurseries and schools. Partnerships with local authority consultants are strong and the childminder successfully implements the guidance that is provided. For example, she has effectively improved some aspects of the provision, including observations, assessments and planning, which demonstrates her commitment to driving ongoing improvement. Written comments from parents in children's scrapbooks show that they trust and value the childminder and her contribution to their child'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	EY365421
Local authority	Calderdale
Inspection number	878517
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	12/03/2012
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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