

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

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 engaging activities and makes learning fun for all. He is thoughtful, caring and attentive. Children's exemplary behaviour shows that they feel emotionally secure.
- The quality of teaching is consistently good. The childminder uses a varied range of effective teaching methods successfully and children make good progress across the areas of learning.
- The childminder knows each child well. He makes accurate assessments of children's achievements and progress. These are used well to match activities to children's needs and interests, and to provide for their next steps.
- Children's safety and well-being are assured in the care of the childminder. They are happy, confident, safe and thrive in this environment.
- Parents' and carers' knowledge of their children is valued and used well to ensure that learning is continuous between home and the setting.

It is not yet outstanding because

- On some occasions, opportunities are missed to maximise children's mathematical understanding by enabling them to solve simple mathematical problems.

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. He lives with his wife, who is also a registered childminder, and one child in Brighouse, West Yorkshire. The whole ground floor of the house and the rear and side gardens are used for childminding. The family has a pet parrot. The childminder also works with an assistant. He attends a toddler group each week and an indoor play gym in the locality once a month. He visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 12 children on roll, three of whom three are in the early years age group 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:

- enhance the provision for mathematics to provide more opportunities for children to further develop skills in simple addition and subtraction and simple problem solving, such as more than, less than, doubling and halving.

Inspection judgements

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

The childminder demonstrates a good understanding of all of the areas of learning. He provides stimulating and enjoyable activities for the children and makes learning fun for all. For example, he demonstrates how to use a tin can as a musical instrument. He shows the children how to make loud and quiet noises using the tin can. The children watch eagerly and chuckle with delight. The childminder skilfully varies the activities to suit children's needs and this means they are constantly engaged. The quality of teaching is consistently good and the childminder is naturally gifted in teaching. He listens carefully and questions children well to stimulate their thinking. For example, asking 'What swims in the sea and has eight legs?' and 'What animals live on a farm?' This effectively encourages the development of children's thinking skills. The childminder demonstrates skilfully how to use resources and actively joins in the play. There is a good balance of adult-guided and free-play activities when children access the varied resources of their choice. The childminder provides a highly inclusive environment in which all children are confident and self-assured. As a result, children concentrate and persevere in their activities for sustained periods of time. Consequently they are becoming well prepared for nursery, school or the next stage in their learning.

The childminder knows each child well. He makes accurate assessments of children's achievements and progress. Through regular observations of the children's play, he gains

a valuable insight into the needs of each child. This information is used well to match activities to children's needs and interests and to identify the next steps for learning. As a result, children make good progress across all of the areas of learning. As children play, the childminder skilfully encourages them to converse in a natural way. As a result, all children develop well in speaking, showing good use of vocabulary. Mathematical concepts and language are naturally introduced throughout the activities. For example, as children play with shapes, they notice big and little squares and stars. However, there are fewer opportunities to develop some early mathematical skills in simple addition and subtraction and solving problems, such as more than, less than, doubling and halving. In this warm and inclusive environment, children's personal and social development is very well supported. Children show good levels of confidence and independence as they move about the play rooms with self-assurance. Their physical skills are developing well as they show skill and dexterity in handling toys and resources.

Parents are highly appreciative of the childminder and his contribution to their child's care, learning and development. They are welcomed into the childminder's home and often stay to talk with him at the beginning or end of the day. Parents provide information about their child's needs, interests and learning at home in an attractive 'All about me' booklet. This information is used well to ensure that learning is continuous between home and in the setting. Written feedback from parents shows that they value the childminder's contribution to their child's learning. Each child has an individual scrap book including photographs and examples of their work. This individualised learning journey file provides a unique record of each child's achievements and progress, and this is well received by parents.

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

The key-worker system is effective. The childminder works closely with parents to help settle children and to gather relevant information about their individual needs. He keeps parents well informed about how their child has been each day and discusses changes to their routines so that these are implemented well between home and his setting. The childminder is consistently positive with the children and relates well to them. Children enjoy being with him and show happiness and contentment. The children benefit from the childminder's warmth and sense of humour and they laugh and enjoy themselves as they play. The childminder is a good role model, guiding children as they play and making his expectations of behaviour clear. Children readily respond to him and behave well at all times.

The childminder consciously supports children to relate well to each other, to share and to take turns. As a result, children are cooperative and they play well together and alongside each other, understanding safety. For example, in the attractive and well-resourced outdoor area, children learn to safely take increasing risks in their play as they use the range of climbing and balancing equipment that provides varying degrees of challenge. The childminder completes effective risk assessments to ensure that the indoor and outdoor environments are safe and children play in a care-free manner. Children learn where resources belong and how to tidy away to keep their environment safe. Consequently, children show that they are developing an increasing understanding of how

to be responsible, which prepares them well emotionally for their future moves and school.

Children learn how to adopt a healthy lifestyle. They are provided with nutritious snacks during the morning and they enjoy sitting together at the big table while eating together. They eat and drink well while they chat to adults and each other in a relaxed and comfortable way. Consequently, children learn good social skills and have further opportunities to develop their language and communication skills. Children are developing well in managing their personal care needs. The indoor and outdoor environments are well resourced, clean, well maintained and welcoming. The childminder is attentive to the children at all times, and this means that all children are confident, their well-being is assured and they are developing their independence. Children are emotionally secure and at the end of the morning they get ready to go to nursery in the local school. They show confidence, independence and contentment as they prepare to leave the childminder to go to the next setting for the afternoon.

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

The childminder effectively ensures that a broad range of stimulating activities are provided every day, with one minor weakness in the programme for mathematics. He has a clear understanding of how children learn best and his methods of engaging them in active learning are good. Since the last inspection, the use of books and toys to positively promote children's understanding of different cultures and differing needs has improved. The childminder's observations of children's achievements and progress are accurate and this is also an improvement since the last inspection. As a result, assessment of children's learning and progress is well monitored and their achievements are efficiently recorded. Self-evaluation now accurately identifies strengths and areas for improvement in the provision. The childminder and other adults working in the setting have undertaken recent and relevant training to update their practices. They are accountable to each other, working effectively as a team by discussing and evaluating each other's practice on a daily basis. This effectively ensures that their practice is continuously good and the impact on children is positive.

The childminder has good knowledge of his duty to prioritise children's safety and welfare. He has completed recent safeguarding training and has a clear safeguarding policy, which effectively underpins practice to ensure children are well protected. The childminder and other adults working in the setting have all been checked for their suitability to work with children. The learning environments indoors and outdoors are regularly assessed for risks and appropriate actions are taken to keep the equipment and environments in good order. This ensures children's safety and well-being.

Partnerships are well established. The childminder links well with an external early years consultant and values the support and guidance which is provided. This has been beneficial in improving practices in observations, planning, assessments and recording of progress. The partnership with parents and carers is good and has improved since the last inspection. The childminder gathers useful information from parents about their child in an

'All about me' booklet and this is used well to match activities to children's needs and interests. Written and verbal feedback from parents is complimentary. Comments, such as feeling part of the family and being positively welcomed and included in the childminder's home, demonstrate this.

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	EY365424
Local authority	Calderdale
Inspection number	878518
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	13/03/2012
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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