

**Inspection date**

23 February 2015

Previous inspection date

7 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not fully complete the children's progress check between the ages of two and three years. This is because she does not identify a targeted plan to support children's future learning to enable parents to extend children's learning at home.
- The childminder's initial assessments of the children's progress are not consistently rigorous because information gathered from parents about their children's starting points is insufficient. As a result, the initial planning of activities does not always match the learning needs of children or shape their future learning experiences.
- Opportunities for children to learn about diversity and people's differences and similarities are not maximised.

### It has the following strengths

- The childminder engages children in purposeful dialogue and adapts her teaching methods to ensure activities offered are enjoyable for all ages. This supports children to make some progress towards the early learning goals.
- Children are happy, polite and behave well. They have formed very close attachments to the childminder and her family. This effectively supports their well-being.
- The childminder offers a welcoming home environment with an interesting range of toys and play materials. Resources are well organised so that children can select things for themselves.
- The childminder has a sound understanding of how to safeguard children. This is because she regularly attends training to update her skills. As a result, she knows what to do in the event of a child-protection concern, to ensure children's welfare.
- The childminder works well with other early years providers that children attend by sharing information about their care and learning, which helps continuity for children.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain information from parents about children's starting points in all areas of learning at the onset of care, and use the information to shape future learning experiences for each child, to ensure that activities consistently match their learning needs from the beginning
- ensure that the children's progress check between the ages of two and three years contains information about any areas where the child's progress is less than expected, and use the information to develop a targeted plan to support the child's future learning and development involving parents.

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

- strengthen children's understanding about diversity and people's differences and similarities, for example, by providing more posters, pictures and other resources that show the setting's positive attitude to disability, and to ethnic, cultural and social diversity.

## Inspection activities

- The inspector spoke with the childminder and children during the inspection.
- The inspector took account of the views of parents from their written comments.
- The inspector discussed self-evaluation.
- The inspector looked at a sample of policies, documents and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.

## Inspector

Helene Terry

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder uses sensitive interactions with children to reinforce their learning and provides support for their developing language skills. For example, she encourages children to retell stories in their own words. She provides props to motivate and engage children in the story books. For example, children explore the straw, twigs and bricks as she reads to them the story about three little pigs. The childminder observes the children to identify their interests and their next stage of development. However, she does not effectively complete children's progress checks between the ages of two and three years. Although, the childminder does identify some of the strengths in children's learning, she does not provide parents with information about areas to focus on, to promote further development. In addition, the information gathered from parents on entry to the provision, is mainly focused around children's care needs, rather than information about children's learning to date. This has an impact on the childminder's ability to immediately plan activities that shape future learning experiences. Consequently, children's progress is not maximised. The childminder promotes inclusivity because all children take part in the activities. However, there are limited resources that positively represent diversity in society. Therefore, there are few opportunities for children to learn about people's differences and similarities.

### **The contribution of the early years provision to the well-being of children is good**

The childminder plans settling-in procedures for children in partnership with their parents. Children are introduced to the environment at their own pace, which enables them to settle happily. They quickly grow in confidence and develop the skills and independence they need to move on to the next stage in their development in readiness for school. Children increase their personal independence as they choose what they want to play with, and explore the well-organised, accessible resources. The childminder provides daily opportunities for children to enjoy fresh air and exercise. This helps them develop their physical skills, spatial awareness and confidence in their own abilities as they run, jump and play more robustly in the local parks.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder evaluates and monitors her provision to some extent. However, her assessments of the children and the information she gives and obtains from parents about children's development is not precise enough to maximise learning. The childminder regularly assesses and minimises any risks or hazards to children's safety. In addition, she keeps her training up to date with regard to child protection and first aid. She has also completed an early years qualification at level 3 to enable her to meet the needs of the children more effectively. All of the areas for development identified at the last inspection have been addressed to further develop her setting.

## Setting details

<b>Unique reference number</b>	EY250892
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	877509
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 June 2010
<b>Telephone number</b>	

The childminder was registered in 2003. She lives in Huddersfield, West Yorkshire. The childminder operates all year round except for bank holidays and family holidays. She holds an early years qualification at level 3.

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