

Inspection date

25/11/2014

Previous inspection date

05/06/2014

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

4

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Children are exceptionally well prepared for the next stage of their learning. The childminder places the highest priority on children being independent, active and keen learners who are emotionally secure.
- The childminder provides a highly stimulating environment with an excellent range of resources, which are easily accessible to children. She promotes fantastic learning opportunities and challenge, both in and outdoors. As a result, children are always engaged in stimulating activities, which helps them to make superb progress towards the early learning goals.
- Children have strong attachments to the childminder, who is very caring and attentive to their needs. This enables children to explore their environment with confidence as their emotional well-being is supported exceedingly well.
- The childminder has a full and thorough understanding of her responsibility to meet the safeguarding and welfare requirements. She implements the comprehensive safeguarding policy very effectively. As a result, children's safety is assured.
- Self-assessment is rigorous and effective. Areas for development are identified and progress towards improvement is recorded and used extremely well to set sufficiently challenging ongoing targets. Consequently, continuous improvement is made and the childminder's capacity for future development is exceptional.
- Highly successful strategies engage all parents in their children's learning both in the setting and at home.

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 that the children took part in.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector checked evidence of the suitability and qualifications of the childminder and other household members aged over 16 years.
- The inspector took account of the views of parents spoken with on the day and their written comments in the childminder's questionnaires.
- The inspector considered the self-evaluation form and audits completed by the childminder.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her daughter, who is also a registered childminder. She lives with her partner in the Meltham area of Holmfirth, West Yorkshire. The whole of the ground floor is used for childminding. The gardens are used for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local school. There are currently 20 children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 6am until 9am and from 3pm until 7pm, during term time, and from 6am to 7pm, during school holidays, except bank holidays and family holidays. The childminder cares for a number of children with special educational needs and/or disabilities. The childminder has a level 3 qualification in early years and 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 the already excellent opportunities for children to explore nature, for example, by enabling them to create and design natural habitats for insects in the garden.

Inspection judgements

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

The childminder, alongside her co-childminder, plans an exceptionally broad, interesting and challenging range of play and learning activities for children of all ages. She is an excellent role model and she actively teaches children to think for themselves. She asks appropriate questions to help children to solve problems and extend their own play ideas. Excellent, high-quality resources and craft materials are available to extend and support learning. The childminder supports the skills that children learn in school and introduces new activities and play experiences to further extend these skills extremely well. The planning of the activities takes into consideration children's interests and the childminder's observations of them during play. The childminder also takes into consideration information obtained from children's school about current focuses and individual children's care plans. This ensures that activities are age-appropriate and meet children's developmental needs, including those children who have special educational needs and/or disabilities. As a result, children's continued learning is promoted to an outstanding level.

Comprehensive information is gained from parents about their children's personal care needs, likes and dislikes, and what they already know and can do when they first start at the setting. This enables the childminder to plan activities to meet the needs of the

children from the very start, to maximise progress. In addition, the childminder regularly shares information about children on a daily basis with parents to ensure continuity of care and learning. Information is passed back and forth from school to ensure that all parties involved in children's care, work well together to ensure the needs of children are met.

Alongside adult-led activities children choose their own activities, and these are of a high quality. All children utilise the whole of the ground floor of the home and outside areas effectively, when daylight permits. Children are encouraged to use their creative skills as they are supported to design their own folders, in which they keep their Christmas craft and art work. As a result, they use their thoughts and ideas to express themselves. The childminder sits and reads with the children, pointing to the words in the book. She supports children to use their phonic knowledge to read out loudly and accurately. Children then follow instructions as they complete activities in the book. This effectively supports children's literacy skills and understanding that print has a meaning. The childminder provides an excellent range of activities to help children understand about growth, decay and life cycles. For example, children observe frog spawn change into tadpoles and frogs in the garden. In addition, they learn about the life cycles of butterflies and eggs. They grow vegetables and fruit in the garden and harvest, help prepare and eat their produce as part of their snacks and meals. There is scope for children to further explore nature, for example, by enabling them to create and design natural habitats for insects in the garden.

The childminder uses excellent skills in engaging children to enable them to listen and focus, prior to changes in the daily routine. For example, the childminder quickly gains the attention of the children when she introduces a game of 'Simon says' to help them prepare for tea. They have fun and giggle, making a 'Congo' line around the room as they move from one area to another. The childminder is quick to extend learning through spontaneous activities that arise through discussions with the children as they sit and play. For example, older children who are learning new languages, show the childminder their new skills. The childminder then introduces an activity with the children to help them understand about diversity, and they all take part in identifying different languages of the world. Older children share their skills in saying words in Chinese, Spanish and German and they identify that all the children attending speak English as their first language. This enhances children's understanding of the world.

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

Children experience warm and trusting relationships with the kind, caring and nurturing childminder. There is a very strong emphasis on the children's emotional well-being, and settling-in arrangements meet the individual needs of the children and their parents. The childminder provides a strong base for helping children develop their independence and their ability to explore. She provides a safe and secure environment in which children enjoy the 'pow wow' sessions, where they gather, sit and chat about their day. Older children say that they enjoy this time because they can 'huddle' and feel comfortable to share any worries or concerns. This very effectively supports children's emotional well-being. Young children spontaneously say that they 'were very excited this morning

because they were coming to the childminder's home'. This demonstrates children's sense of security and the fun that they share at the childminder's home. The childminder encourages children's full involvement in all aspects of the setting, which boosts their independence skills, self-esteem and confidence. For example, they help plan the activities and make choices from the resources. In addition, they help tidy up, and set and clear the tables before and after meals.

Children's behaviour is exemplary. They show increasing self-control and display delightful manners. The childminder helps children negotiate so that they cooperate extremely well, share and take turns. For example, the childminder talks with the children about the methods they could use to help them take turns on the electronic activities. As a result, a written rota is devised, which children follow extremely well. Children develop their understanding of empathy and learn about the needs of others through interesting and creative activities. For example, they took part in activities associated with the 'anti-bullying week' and learnt about people's differences and similarities. Displays on the walls show their creative work, including a 'united hands' display, which children completed using their handprints. The environment is very stimulating and all resources are easily accessible on shelving and in clearly labelled boxes. This enables children to be independent and make choices. The childminder has created a word rich environment with posters, poems and children's work attractively displayed. As a result, children's sense of belonging is greatly enhanced. Children are very knowledgeable and competent in their own personal care. They use the cloak area independently. For example, when they arrive from school children take off their coats and shoes, store them securely, and then put on their slippers with great dexterity. In addition, they are occasionally encouraged to brush and polish their own school shoes, with the support of the childminder.

The childminder expertly supports children to develop an understanding of the importance of physical exercise and a healthy diet. Children have access to daily outdoor activities, which includes playing in the garden. This ensures they benefit from regular physical exercise and fresh air. The childminder provides children with healthy, nutritious meals and snacks, which children's suggestions influence. Children complete activities about food that is good for them and grow fruit and vegetable in the garden. Children have access to drinks throughout the session to ensure appropriate hydration. The government's dietary guidelines are followed, and children's dietary needs are fully considered and adhered to. As a result, their well-being is significantly enhanced. The childminder provides excellent, fun opportunities for children to learn about how to keep themselves healthy and safe. For example, the childminder teaches children basic first aid skills, that are age appropriate. Older children talk about how to staunch bleeding from a wound and younger children confidently say what they would do in an emergency, such as dial 999. In addition, the childminder helps children understand how to keep themselves safe. They learn how to cross roads safely, and how to be safe around fireworks, such as wearing gloves when using sparklers. Children continually learn about assessing risks as they play, which boosts their self-esteem and confidence in their own abilities. The childminder fosters children's understanding of oral health exceptionally well. For example, children complete activities about how to brush their teeth correctly, and the childminder provides each one of them with a toothbrush and a tube of toothpaste, so that they can continue with this activity at home.

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

The childminder thoroughly understands her responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. This is central to all that occurs in the provision, ensuring that all children are kept safe and secure. The childminder is aware of best practice in child protection, and what to do in the event of concerns about the welfare of a child. She has reviewed her procedures to make them even more comprehensive by adding more detail in the policy about how to deal with serious concerns. In addition, she has included more information about the recording procedures when dealing with, or monitoring concerns about children's welfare. The childminder continues to refer to the 'Working Together to Safeguard Children' guidance to enhance her provision. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. The childminder is also registered for alerts from the Local Safeguarding Children Board so that she can keep up to date with changes in legislation and practice. Visitor identification is obtained and details recorded in the childminder's visitor's book. The setting is secure and the childminder carries out detailed risk assessments to minimise risk, both around the home and outdoors. All adults in the home have been checked to ensure their suitability to further protect children. The childminder is extremely conscientious and keeps up to date with relevant safeguarding training. For example, she updates her child protection training every one to two years. The childminder is very well organised and thorough in her record keeping. All of the legally required policies, procedures and records are in place and are used to underpin her provision very effectively.

Systems for self-evaluation are rigorous and include the views of parents and children. Parents and children's questionnaires are reviewed and evaluated, and the outcome of these are displayed in the hallway for parents' information. The childminder regularly reflects upon her practice and makes changes according to the needs of the children, as well as any suggestions from parents. Parents are exceptionally complementary about the childminder's provision. They say that 'the childminder's home is like a second family, supportive, understanding and always there to offer advice'. Parents say that 'their children's records are fantastic, accurate and reflect their children's needs'. In addition, they say that 'the childminder tells them as soon as possible if there are any concerns about their children'. As a result, continuity of care and learning is excellent. All of the areas for development identified at the previous inspection have been addressed. As a result, systems have been reviewed and made even more comprehensive to enhance children's welfare and learning. Meticulous monitoring and review of children's development means that the childminder ensures that the learning activities are fully effective and support all children to make excellent progress. The childminder monitors and reviews her training needs and keeps up-to-date with relevant courses and reading materials. For example, she has recently reviewed her special educational needs policies and procedures in the light of recent changes to the legislation. In addition, she regularly attends special educational needs coordinator network meetings in her area, which ensures that she meets the needs of the children in her care. The childminder has reviewed her policies regarding inclusion to ensure these are much clearer.

Partnerships with parents and other professionals involved in the care of children are strong. A wealth of information is available for parents to view including certificates, menus, policies, photographs and useful information about the local schools. There is an excellent two-way flow of communication as information about the children's care and learning is shared very regularly. To strengthen continuity of care and learning even further, the childminder has introduced a 'declaration by parent and/or carers contract' which they sign to indicate that they have provided all the necessary information about their children's care and welfare. This declaration includes information about any other professionals involved in children's care and learning. As a result, the childminder ensures that she is aware of other professionals involved which further supports her in working together to support children's continuing progress. The childminder also works closely with schools that children attend. For example, she attends meetings, where possible, to support the planning and progress of children with special educational needs and/or disabilities in her care.

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	310790
Local authority	Kirklees
Inspection number	984568
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	05/06/2014
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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