

Inspection date	06/11/2013
Previous inspection date	15/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Parents are involved in the assessment of children's learning. This means they can support children's progress at home because they are knowledgeable about what the next steps are in their children's learning.
- Children are kept safe because they are well supervised and the childminder has a thorough knowledge of how to keep them safe.
- Children build strong peer relationships through the groups they attend. As a result, their transition to school is made easier because they have a group of familiar friends when the time comes for them to move on.
- The childminder seeks the views of her setting's users, and this means she is evaluating her practice to ensure she provides a service that meets their needs.

It is not yet outstanding because

- In some instances, the childminder misses opportunities to use open-ended questioning to extend children's thinking. As a result, their knowledge and ideas are not explored in as much detail as they could be.
- The two-way flow of information with parents is not fully effective in sharing children's learning experiences from home. As a result, children are not always fully supported in making connections between different aspects of their learning.

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 playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and discussed planning.
- The inspector checked evidence of suitability, and discussed the childminder's self-evaluation and improvement plan.
- The inspector took account of information included in the childminder's own parent survey.

Inspector

Nicola Dickinson

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 lives with her husband in the Slaithwaite area of Huddersfield. The whole of the ground floor is used for childminding, and children have access to an enclosed outdoor play area.

The childminder attends a number of playgroups and activities at the local children's centre. She visits the local shops and parks on a regular basis. She collects children from the local schools. There are currently 17 children on roll, five of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, 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:

- increase opportunities to engage children in discussion by using open-ended questioning more effectively, so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail
- extend the two-way flow of information with parents to obtain more detailed information about children's learning at home, and use the information to enhance continuity in children's learning by helping them to make connections between their learning experiences.

Inspection judgements

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

Children in the childminder's care enjoy a wide range of activities that spark their curiosity and motivate them to learn. Activities are planned around children's interests and take into account their next steps in learning. For example, play with dinosaurs is used to help children develop spoken language by introducing new words and concepts, such as 'large' and 'scaly'. Children develop their knowledge of the world around them and look at the changing seasons as they explore snow from the garden. They listen to the sound of fallen leaves during a nature walk and collect some of them to use later for printing. They explore change by planting their own strawberries and monitoring how they grow and produce fruit.

The childminder plans activities around seasonal themes, such as Halloween and Bonfire

Night. Children explore their creative skills as they carve pumpkins and paint pictures of fireworks. In some instances, the childminder does not make good use of open-ended questioning to help children share their ideas, such as discussing the patterns they make while painting. This means, on occasions, they are not fully supported in exploring their ideas in as much detail as they could be. The childminder accesses a number of playgroups and regularly attends the local children's centre, where children access a range of adult-led activities that help to extend their learning experiences. For example, they learn about culture and diversity through role play and cultural celebrations. They also develop their understanding of the diverse cultural community they live in by attending trips to places of interest.

The childminder encourages children to develop early writing skills by using a variety of media. They can access pencils and pens for drawing and she supports their developing pencil control and the beginnings of letter formation. Using scissors for cutting and tools for modelling play dough, children are gaining more control over small tools and this develops the skills they will need to continue their learning when they move on to school. Children learn mathematical concepts, such as size, counting and colour, through conversation during their play. They are also developing their critical thinking skills and their understanding of technology by using a variety of interactive toys and equipment. This means when they move on to school, they are already familiar with some of the equipment they will use in their learning.

The childminder uses a range of methods to share information about children's learning with parents, including daily discussions, newsletters and text messaging. During settling-in visits she obtains information about children's starting points and their interests. This means she can take into account the skills they have already acquired when planning, to support their continuing to progress. The childminder is knowledgeable about where each child is in their development. She makes good use of early years guidance documents to develop plans that focus on the next steps in children's learning, such as developing communication and language. She works in partnership with parents to ensure information about children's progress is shared, and she shares activities to help them support children's progress at home.

Feedback about activities children have enjoyed is shared with parents through daily discussions. However, the two-way flow of information with parents is not always effective in sharing information about children's learning experiences at home. As a result, when the childminder plans activities, she does not have enough detailed information to fully promote the link between the children's learning at home, and the experiences they enjoy while in her care.

Tracking of children's progress provides a detailed record of their learning and shows that all children are making strong progress from their starting points. The childminder completes regular assessments, such as the required progress check at age two and summative assessments, which are shared when children move on to school. The childminder shares information with other providers for children who experience shared care, and this ensures they enjoy continuity in the learning. She works with them to ensure children who are not meeting the expected targets for their age are given good

levels of support to promote their ongoing progress from their starting points. As a result, gaps for those children are narrowing.

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

Children who attend the setting live in a diverse cultural community. During their visits to different playgroups, they enjoy a larger social group that includes children from a variety of different backgrounds, and children with disabilities. This supports their growing understanding of equality and diversity and, as a result, they are learning to tolerate each other's differences. This is demonstrated through the robust peer relationships they are developing. By encouraging children to take turns and share, the childminder is teaching them to understand the needs of others. They include other children in their play and are kind to each other, and this helps to prepare them for the larger social environment they will experience in school. Children behave well because age-appropriate, simple explanations support their growing understanding of right and wrong.

Children enjoy free access to the outdoor area from the playroom. They can test their physical skills by independently exploring a range of equipment for climbing and riding. Parents and children were included in the redesign of the outdoor area, and at their request raised beds now provide children with the equipment to plant and grow their own fruit and vegetables. Children enjoy trips to the park and local places of interest, where they can investigate the natural environment. This helps to promote their understanding of the world around them. While enjoying outdoor play and during walks to school, the childminder teaches children to risk assess for themselves. They learn to use a range of large play equipment for climbing and sliding safely, and observe safety rules when crossing busy roads. They also learn how being active and playing in the outdoor environment contribute to keeping them healthy. The childminder maintains good levels of supervision, both on the premises and during trips, and ensures children are kept safe at all times.

Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move on to school. They enjoy mealtimes together and this gives them the opportunity to discuss the learning experiences they have enjoyed during their time at pre-school in the morning. They are encouraged to say 'please' and 'thank you', and are taught how to behave at the table, for example, not to stand up on their chairs. As a result, they are learning how to behave in this kind of social situation and this helps them to prepare for the social environment they will experience in school. Children enjoy a wide range of healthy snacks and drinks, and this helps to promote their knowledge of how a healthy diet supports their overall well-being.

Children in the childminder's care demonstrate they are settled and happy. They are confident around visitors and are keen to share their learning experiences. For example, during play with play dough, they invite the inspector to join them as they play out a rhyme about a baker's shop. Settling-in sessions help children to build secure relationships and to smooth transition. Information about children's care routines is shared with parents and carers through the use of daily diaries, and this ensures children who are cared for by more than one person enjoy continuity in their care. Established partnerships with local

schools and other early years providers make certain information is shared with key persons, and this ensures the well-being of all children is maintained.

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

The childminder has completed safeguarding training to develop her knowledge of child protection issues, and she demonstrates a thorough understanding of her responsibilities for ensuring children are kept safe. Daily checks ensure the environment is safe and suitable for children. The premises are kept clean and resources are well maintained. Risk assessments are in place and reviewed regularly, for the premises and any trips the children attend. In a recent incident where a child in the childminder's care had an accident, the childminder followed the required procedures for reporting the accident and detailed records were kept. She holds a current first aid certificate and is able to give appropriate treatment if a child has an accident. A register of the children's attendance, including when they arrive and leave, is in place. The childminder has a good understanding of ratios and maintains appropriate levels of supervision at all times.

The childminder has a good knowledge of the learning and development requirements, and this means she can present children with learning experiences that offer them challenge and promote their continuing good progress. She shares good practice with other early years providers who attend the same playgroups, and draws on their knowledge and skills to improve her own practice. Information about children's learning is shared with other providers where children experience shared care, and summative assessments are shared with key persons at school to ensure children enjoy continuity in their learning.

The childminder is committed to improving her practice. She is currently working with the local authority childcare team to assess her practice and is completing training to become an accredited childminder. This means she can offer parents more flexibility in their childcare when their children become eligible to access funded education. The childminder regularly updates her policies and has clear procedures in place, for example, the use of mobile phones and cameras is not permitted. She supports parents' understanding of her practice by making policies and procedures available for them to read so they are clear about the service she provides. The childminder involves the users of her setting when she evaluates her practice and takes their views into account when making changes, such as improving the outdoor area. This ensures the service she provides reflects their views.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	310812
Local authority	Kirklees
Inspection number	940909
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	15/03/2012
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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