

Inspection date	27/11/2014
Previous inspection date	28/02/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 make very rapid progress in their learning because they are supported by high quality teaching, during a wide range of stimulating experiences that motivate them to learn.
- Children's excellent progress in all areas is monitored through precise and sharply focused assessment that identifies their next steps in learning. This is expertly used to inform planning. As a result, all children's learning needs are exceptionally well met.
- The childminder provides a superbly resourced indoor area and excellent opportunities for children to learn in the outdoor environment. As a result, children can follow their interests both indoors and outdoors and are highly motivated to learn.
- All children receive high levels of support to ensure they are emotionally prepared for the next stage in their learning. This means they are confident and self-assured when they move onto school and other settings.
- The childminder has an exceptional understanding of safeguarding issues and the protection of children is given utmost priority. Strong partnerships with a wide network of professionals means all children are very well protected.
- The childminder's rigorous evaluation of her practice leads to focused action plans that drive the continual improvement of the setting, for the benefit of all the children who attend.

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 main playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability of all household members, and the
- childminder's qualifications. She also looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the views of parents and children from information included in the childminder's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in the Scholes area of Holmfirth. The whole of the ground floor and first floor bathroom are used for childminding and the childminder makes use of parks and local spaces for outdoor play. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently eight children on roll. Of these, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. She 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:

- extend young children's rapidly growing vocabulary even further by introducing more descriptive language into their play.

Inspection judgements

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

Children thrive in this extremely welcoming home setting because the childminder has an excellent knowledge of the Early Years Foundation Stage and a superb understanding of how children learn. She provides an exceptionally well-resourced environment that is complemented by an extensive range of outdoor activities, which offer children stimulating learning experiences across all seven areas of learning. High quality teaching makes sure that children are particularly well supported in their learning. Starting points and children's interests are obtained from parents when children enter the setting. Precise and accurate observations and assessments informs the planning of an excellent balance of child-led play and adult-led learning activities. This ensures educational programmes target children's individual learning needs and take into account their preferences for learning, from the outset. For example, children learn to problem solve as they try to work out why large cups will not stack on top of small ones. They explore cause and effect as they investigate a range of programmable toys. Children also attend regular dance classes where they develop their physical skills and enjoy a range of musical activities.

Children develop early writing skills using a wide range of different resources, including paint and sand for making patterns. During play activities the childminder perceptively observes and listens to children. She supports children's play through skilful commentary and questions, that encourage children to share their learning experiences. Children

rapidly develop excellent communication and language skills because the childminder talks to them throughout their play, repeating simple words and phrases, although this could be enhanced to extend children's rapidly growing vocabulary even further. For example, by using more descriptive language in their play. The childminder uses lots of facial expressions to support the youngest children's understanding of language. She also understands the importance of allowing children to investigate with minimal interaction, which means they become absorbed in their chosen activities and learn to find out things for themselves. The childminder gives children prompts to help them sound out words. As a result, they are developing firm foundations for the learning they will experience in school.

Learning records give a detailed and precise summary of children's progress over time, including the results of the required progress check carried out on children aged between two and three years. These are shared with parents and they are encouraged to share them with health professionals. The childminder also gives parents excellent levels of support to promote children's learning at home. The childminder takes the initiative when developing partnerships with other professionals to develop a shared approach to children's learning. Through regular meetings with other providers, she finds out what the gaps are in children's learning and uses this information to plan targeted educational programmes to address these gaps. As a result, children make the very best progress they can from their starting points and are exceptionally well prepared for their next steps in learning, which is usually school.

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

The childminder uses lots of praise and encouragement to build children's confidence and self-esteem. Children are emotionally secure, confident and happy because they are respected and treated equally. Children receive clear and consistent explanations about including others in their play and are encouraged to share, take turns and consider the effects their actions have on others. As a result, they are developing very strong peer relationships. Children's behaviour is excellent. This is because they are supported very well to understand how to manage their own behaviour and are constantly involved in meaningful and challenging play. Settling-in visits for children ensure they become familiar with the setting and give the childminder time to find out about children's interests and routines. Information is exchanged with parents about children's individual care needs to make sure these are effectively met and that care is consistent. Children enjoy relaxing routines during the day if they need to rest or sleep. As a result, they are very settled and their emotional well-being is fully promoted.

Partnerships with parents are excellent. The childminder is proactive in ensuring they are fully involved in the care and education offered to children. Parents comment that children enjoy the 'relaxed but structured atmosphere', they value the childminder greatly and feel that their children benefit from the 'lovely home-from-home' environment. Children are involved in planning what they want to do and their work is displayed throughout the setting. They choose new resources and help with simple everyday tasks, which give them a sense of responsibility in the setting. Older children help younger ones with everyday routines and they are proud of their role. As a result, children learn to respect and value

the environment.

Excellent partnerships with other providers ensures detailed information is shared with relevant professionals. This makes sure that all children, including the most vulnerable, are kept very safe and are exceptionally well protected. Children play in a safe and secure environment and are developing a thorough understanding of how to keep themselves safe. For example, they learn how to climb safely in the woods, learn to walk beside the roads safely and learn how to stay safe around animals, as well as learning to assess the possible risks involved for themselves. The childminder teaches children to use interactive equipment safely and discusses with older children the dangers that can come from the use of social networks and the internet. Healthy lifestyles are fully promoted and children develop a thorough knowledge of how healthy practices and exercise promotes their overall health and well-being. Children are involved in planning an excellent variety of home-cooked meals, and healthy snacks and drinks are provided. First-rate hygiene practices are in place at all times and daily routines support children in developing their self-care skills. For example, they learn good hand washing routines from an early age, learn to dress themselves and use the toilet independently. These well-established practices mean children can attend to their own personal care needs when they move onto school.

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

The childminder has a superb understanding of how to keep children safe. She ensures procedures for reporting concerns about children, adults or the operation of the setting, are shared with parents and older children. The childminder has a comprehensive knowledge of the possible signs and symptoms of abuse and a clear understanding of when to report significant events to Ofsted. Safeguarding procedures, including information about social networking and the use of mobile phones and cameras, are effectively implemented. Comprehensive risk assessments are completed to ensure children are kept safe. Regular fire drills are carried out to make sure children are aware of the procedures to follow in the event of an emergency. The childminder is qualified in first aid, which means she can deal appropriately with accidents and maintain children's well-being. Documents record children's attendance and show that ratios are met at all times. All visitors' identification is checked and the premises are secure. Procedures are in place to record any accidents involving children, along with any existing injuries they may arrive with, as well as any medication that is administered to children.

The childminder attends monthly network meetings to share excellent practice and attends regular training to develop her already exceptional knowledge and skills. She makes very good use professional development programmes to review her skills. For example, she has developed a superb understanding of how outdoor learning opportunities can be fully embraced to promote children's development. The childminder works with the local childcare development officer to successfully evaluate her service. The childminder accurately identifies strengths and areas for improvement and the views of parents and children are sought. This means her practice is regularly assessed and she has clear action plans in place that reflect the views of parents and children, and drive forward the

continuing development of the setting.

Children's needs are outstandingly met through highly effective partnerships with other professionals and successful strategies that ensure parents are included at all levels. This enables the childminder to successfully monitor the development of each child and ensure any gaps in children's learning are quickly identified and addressed. The childminder shares information in various ways, including daily discussions, daily diaries for children and information on noticeboards. This ensures that parents are very well informed about all aspects of the care and activities their children enjoy. The move into the childminder's care, and the arrangements for the eventual move to school, are planned exceptionally well to support children's emotional well-being. For example, the childminder helps older children to understand the differences between their small village school and the large high school they are moving on to. When children start in the childminder's care they enjoy a number of settling-in visits that help them to build secure relationships. Children visit the local school every day. This gives them the opportunity to where they meet the school staff and become familiar with the environment. The childminder shares detailed information about children's progress with other early years professionals. As a result, the childminder is able to fully complement what children are learning in other settings.

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	310813
Local authority	Kirklees
Inspection number	871892
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	28/02/2012
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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