

Inspection date	21/11/2014
Previous inspection date	21/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder regularly discusses children's learning with parents. This means parents have a sound knowledge of their children's progress and can support their children's continuing learning at home.
- The childminder shares information with the local nursery schools to ensure information about children's care is shared and their continuing progress is promoted.
- The childminder understands children's need for emotional support during change and ensure she involves parents and other providers to support children through transitions.

It is not yet good because

- Areas where children eat, and food is prepared, are not always hygienically maintained and this means children's health and well-being is not fully supported.
- The childminder does not effectively risk assess the premises. As a result, some hazards to children are not identified and this means they are not fully protected.
- The childminder's does not make sure that required documentation is accessible and available to view. Therefore, children's welfare and safety cannot be assured as this information is not available for inspection.

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 discussed planning.
The inspector checked evidence of suitability of all household members, and the childminder's qualifications. She also discussed the childminder's self-evaluation and her improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in the Clayton West area of Huddersfield. The whole of the ground floor and bathroom on the first floor are used for childminding. The family has two dogs, two rabbits and 10 cats as pets. 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 preschools. There are currently 10 children on roll. Of these, eight are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- make sure areas where food is prepared for children, and where they eat, are suitably maintained to ensure they are hygienic
- complete risk assessments to identify hazards to children and take action to make sure the premises are safe and suitable for children to use
- make sure all required documents are easily accessible and available to view.

Inspection judgements

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

The childminder demonstrates a sound understanding of the learning and development requirements. During settling-in sessions, she gathers information about children's starting points, and their interests, from their parents. Parents are kept informed about their children's progress through daily conversations. This means they have a suitable understanding of how their children are meeting the expected milestones for their age. As a result, they can continue their children's learning at home. Parents are encouraged to share information about their children's learning experiences and their achievements. This two-way flow of information ensures the childminder has a sound knowledge of each child's learning needs. The childminder completes progress checks for children between the ages of two and three years and shares them with parents. This means any areas of learning where children might not be meeting their expected targets can be identified, and early intervention sought to ensure additional learning needs are addressed.

The childminder provides a suitable balance of child-initiated play and adult-led learning. This means children develop some of the skills they will need when they move on to the next stage in their learning, which is usually the local nursery school. For example, they can access a suitable range of media to make marks and develop their early writing skills. Children enjoy small group activities such as, story time where they develop an understanding of early literacy. Children also begin to count and recognise basic shapes during everyday routines, and enjoy activities that encourage them to use their imagination such as creative play. Children independently access a suitable range of resources and this means they can make choices about their play.

The childminder takes into account children's interests, such as, role play with baby dolls, when planning resources. She also uses current guidance documents to identify next steps in children's learning. She demonstrates through discussion, that she has a suitable knowledgeable of each child's stage of development. This means children's steady progress is supported in all areas of learning. The childminder shares information about children's development with other early years providers. This supports continuity in their learning when they move on to other settings.

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

Children are encouraged to be aware of risks during outings and they learn to identify hazards during outdoor play. For example, they learn how to cross the road safely during walks and sensibly consider how to use large play equipment safely during visits to the park. This means they develop some understanding of how to keep themselves safe. However, the childminder's risk assessments of the premises are not effective to ensure all hazards to children are identified. For example, trailing wires and open electrical sockets are a danger to children. This means they are not fully protected.

Nevertheless, children demonstrate they feel secure in the childminder's care. She is affectionate towards them and they frequently climb on to her knee for a cuddle. The childminder uses clear explanations to promote children's understanding of right and wrong. Boundaries are consistent and simple explanations help them to understand the consequences of unwanted behaviour. Information about children's well-being is shared with parents and other early years providers each day. This ensures children enjoy continuity in their care. Children investigate a suitable range of resources independently and are happy to share their play with visitors. The childminder has a good understanding of how secure relationships promote children's emotional well-being. She gives them appropriate levels of support during periods of change. Short settling-in sessions with their parents helps children to develop secure attachments early in their care. The childminder is a good role model. She encourages children to be kind, share, and play cooperatively. Children attend playgroups where they build friendships in larger social groups. This helps them to build secure peer relationships that prepare them for the larger social environment of school. As a result, children are emotionally prepared for the next stage in their learning.

Children benefit from outdoor play in all weathers. They visit local parks where they enjoy large open spaces for running and visit soft play areas where they can practise climbing.

This means children develop physical skills, while learning how exercise supports their overall health and well-being. They also develop their understanding of the world around them during walks in the community, where they investigate how the natural world changes with the seasons. Children enjoy a suitable range of healthy meals and snacks. They make choices about the food they eat and discussions help them to understand how making healthy choices promotes their health. However, the area where food is prepared, and children eat, is not always hygienic. For example, used cat food bowls are left on the table. As a result, children's health and well-being is not fully maintained. Children learn some aspects of personal hygiene through daily routines. As a result, they can attend to their own personal care when they move onto school.

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

The childminder demonstrates an appropriate understanding of the signs and symptoms of abuse, which means in general, she can identify children who might be at risk from harm. She understands the procedures to follow for reporting any concerns about children, or adults. The childminder demonstrates, through discussion, that records of accidents to children are kept and permission to administer medicines is obtained from parents. This supports children's health and well-being. However, the childminder does not make sure that all required documentation is easily accessible and available to view. As procedures cannot be checked to ensure they are fully effective, children's well-being cannot be assured. The childminder sometimes works with assistants, and she uses attendance registers, including the times when children arrive and leave, are completed. These show that ratios are maintained. The childminder shares policies and procedures with parents. This means they understand the service she provides.

The childminder has a sound understanding of the learning and development requirements. She demonstrates an appropriate knowledge of each child's stage of development. The childminder provides resources that encourage children to investigate independently, and provides adult-led activities that support children's progress. Partnerships with other early years providers are established. This means information that supports children's continuing development is shared. Discussions with the childminder show that children are making steady progress from their starting points and are meeting their expected milestones across all areas of learning. The childminder understands how to seek support from other professionals if children do not meet the targets set for them. This means any gaps in children's learning are addressed in a timely manner.

Parents are kept informed about the activities children enjoy, and their progress, through discussions each day. The childminder seeks feedback from parents and children through daily discussions and their views are taken into account. She has taken action to address weaknesses identified at previous inspections. However, at present the outdoor area is out of use due to building work. The childminder ensures children continue to enjoy outdoor play everyday by visiting local parks and taking regular walks.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- ensure there are suitable facilities for the preparation of food where food is provided (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

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	310818
Local authority	Kirklees
Inspection number	997878
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	21/08/2009
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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