

Inspection date	19/09/2013
Previous inspection date	08/03/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Accurate, precise and detailed observation and assessment arrangements enables the childminder to meticulously plan for children's individual progress across all areas of learning. Her understanding of children's individual learning needs is excellent. Therefore, she supports them in making very rapid progress in their learning.
- The childminder has excellent relationships with the children, she keeps them safe and effectively promotes their health. She is very sensitive to their needs and she supports children's emotional security and well-being extremely well when they are experiencing change in their life. This is because she has a comprehensive knowledge of the child, their family and their needs.
- Children are very happy, well-behaved, sociable and confident. They are highly motivated, enthusiastic and extremely eager to join in the wide range of safe, stimulating and exciting activities. They access these independently and their choices in play are central to how the childminder plans her day.
- All parents actively contribute to their child's progress record because they routinely share with the childminder their observations and children's progress at home. Therefore, the childminder has an excellent understanding of children's progress in the setting and at home, which means that planning continuity in their learning is highly effective.
- Highly successful self-evaluation and reflective practice means that the childminder has high aspirations for herself and children. Therefore, any improvements enhance the already effective, consistent and well-established practice.

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 toured the premises and observed children playing indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning records, planning documents, self-evaluation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents through information provided on parental questionnaires and discussion.

Inspector

Helen Blackburn

Full Report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, 12 and six years in Dalton, Huddersfield. The whole of the ground floor and garden are used for childminding. The family has a rabbit as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools, nursery and pre-schools.

There are currently nine children on roll. Of these, eight are within the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except family holidays and bank 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:

- enrich the already exceptional education programmes for children by providing additional resources and activities to support their very recent interest in wanting to use arts and crafts to design and create with a planned purpose in mind, such as making jewellery and other memorable trinkets.

Inspection judgements

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

Children make rapid progress in their learning because the childminder has an excellent understanding of how young children learn and develop. She consistently provides a rich and broad range of stimulating activities and resources across all areas of learning for all age groups. Children move freely around the home and through effective organisation of resources both indoors and outdoors, they make safe and independent choices in their play. They confidently initiate their own play and engage in activities they enjoy. This results in children being highly motivated and enthusiastic learners. For example, when children first arrive at the childminder's home, they run indoors, excitedly tell her about their morning before eagerly selecting an activity they want to play with. The childminder skilfully re-shapes tasks based on children's choices and her observations. Therefore, children are central to the planning of activities because their choices and learning needs influence the day's activities. For example, when she recognises babies are banging

objects together for the first time, she explains how she will provide more opportunities to develop and enhance these new skills.

The childminder is extremely enthusiastic, motivated and highly engaged in children's play, which means that her relationships with them are excellent. She interacts very well with children and these positive interactions support their development in communication and language. For instance, she provides a running commentary and introduces new vocabulary when talking to young children. In addition, she asks a wide range of questions to encourage children to think for themselves and to ensure she promotes optimal challenge to enhance their learning. She is able to do this because she has precise, robust and accurate observation and assessment arrangements in place. This means that she has an excellent understanding of children's likes, abilities and learning needs and what she needs to do to support their future learning. On a weekly basis, she reviews her observations and assessments. She effectively uses this information to meticulously plan a broad range activities across all areas to support their individual next steps in learning. This consistent and thorough approach to observation, assessment and planning means that she supports children in making rapid progress in their learning. Therefore, this ensures children have a superb range of skills they need in readiness for school and their future learning. For example, she promotes their independence, children are eager to learn and they engage in a wide variety of early literacy and mathematical activities. These include baking activities, so that young children learn about measure, weight and volume. In addition, the childminder consistently uses a wealth of mathematical language in everyday play, so that children understand simple mathematical concepts. For example, she encourages children to count and she talks about size and shape when they are building with the bricks. Children have free access to drawing materials, they make lists in role play and young children chalk and make marks with paint. All children from an early age explore books, listen to stories and make up their own narratives when engaging in role play activities. This effectively promotes children's learning in literacy and mathematics.

Through fun and a wealth of activities, the childminder effectively promotes children's development across all areas of learning. Children access a wide range of resources that help them learn about simple technology and how things work. For example, when young children explore the computer, she carefully explains to them how they need to move the mouse and click to make the pictures appear on the screen. The childminder successfully plans for a wide variety of activities to support children in learning about diversity and difference. For example, children make their own books about the different people, who live in society and their beliefs and customs. The childminder has extensive information about different religions, special educational needs, disabilities, customs, cultures, celebrations and key dates in the calendar year. This enables her to provide accurate information about other people in society when children ask questions. This effectively contributes to children having a positive regard towards all people in society and it promotes their development in understanding the world. Children have excellent opportunities to handle and use small tools, for example, pencils and scissors when making their snake mobiles. Through construction activities, they access a wide range of resources, such as bricks that they can use to fix things together in different ways, for example, clicking, twisting, pushing or slotting. This provides excellent opportunities to promote children's physical development. The childminder fosters children's development

in expressive arts and design very well. She provides a wide range of experiences for children to engage in role play and these reflect their home life and current experiences. For example, by providing dolls, prams and baby equipment, she provides excellent opportunities for children to act out their own experiences, such as welcoming a new baby into the family. Children have free access to art materials, so that they can express their imagination and creativity at all times. Although, the childminder's resources are extensive, children have recently shown a great interest in wanting to make things for a specific purpose, such as creating pieces of jewellery and other trinkets. As a result, the childminder is still enhancing and building up her art materials to support this very new interest.

The relationships with parents are excellent. The childminder works extremely well with them, so that she successfully meets children's individual needs. Through discussions, diaries and a 'getting to know your child' form, she gathers comprehensive information about children's starting points, routines and likes. Parents regularly take home their child's progress records and contribute to these by routinely adding their observations of what children are achieving at home. Through weekly planning and information on routines, they are fully aware of what their children are doing and what they can do to support their learning at home. This means that planning for children's excellent progress, readiness for school and individual needs is highly effective because of this exemplary partnership working.

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

Children are extremely happy and they feel very safe and secure in the childminder's care. This is because they have strong bonds, secure attachments and excellent relationships with her. The childminder knows children and their families extremely well. This is because she communicates effectively with parents on a regular basis and she gathers comprehensive information about children's needs when they first start to attend. During her settling-in visits, she gradually builds up the time children stay in her care to ensure they feel emotionally secure to leave their parents. Furthermore, through meticulous planning and being sensitive to children's emotional well-being, the childminder effectively supports them as they embark on changes in their life. For example, through role play and discussions, she successfully supports young children, who are welcoming a new baby into their family. Children also attend a variety of toddler groups where they learn to socialise with children and adults away from the childminder's home. This has a very positive impact on children's confidence and helps them to manage change, such as starting school. This promotes children's personal, social and emotional development extremely well.

The childminder's use of praise is excellent and because her praise is precise, young children know exactly why she is pleased with them. She positively talks to children about their successes, such as how well they doing with the scissors when cutting their snake. This means that children have high self-esteem and confidence in their own abilities. The childminder provides consistent routines and boundaries, such as encouraging children to be kind, share, take turns and use their manners. This means children behave extremely well; they are very polite and have harmonious relationships with their peers. The

childminder perceptively listens to and observes children and she values their contributions. Therefore, she incorporates their ideas and choices into the planning of the day extremely well. This provides children with a strong sense of belonging.

The childminder promotes children's understanding of health and the importance of leading a healthy lifestyle extremely well. She provides a healthy and nutritious diet, which incorporates five portions of fruit and vegetables each day. Through a daily menu, which includes pictures of different food options for each meal, children select from the menu what they would like to eat. The childminder uses this time to encourage children to talk about the choices they are making and the benefits it has on their healthy growth and development. In addition, through planting and growing foods in the garden, stories, games and baking activities, children engage in a wide range of activities about making healthy choices. Through consistent routines, children's understanding of effective health and hygiene practices is exceptional. This is because they routinely engage in activities, such as hand washing from a very early age, which means that they know about germs and illness. Through regular outings, walks and ample opportunities to play outdoors, children have excellent opportunities to be active and to enjoy the benefits of playing in the fresh air. This effectively promotes children's progress in their physical development. For example, children climb, balance, run, kick balls and engage in physical activity on a daily basis.

The childminder involves children in a wide range of activities that help them to learn about safety. This means that children develop high levels of self-control, they learn about risks and understand ways in which they can keep themselves safe. The childminder incorporates opportunities for children to learn about road safety, 'stranger danger' and fire safety into her detailed planning and daily routines. She provides a very safe learning environment, which helps children to manage their own risks, while challenging their learning. For example, she provides the space and freedom for babies to explore their environment safely as they learn new skills, such as walking and crawling. However, she ensures she is close by, so that she can offer children any reassurance they need.

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

The childminder has an excellent understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Her high regard to safety means that children play in a very safe and clean learning environment. For example, her risk assessments and safety checks are robust and ensure precautions are in place to keep children safe. For instance, close circuit television on the entrance means that she is fully aware of who is trying to enter her premises. In addition, the childminder maintains comprehensive written safety records. This means that she has a weekly, monthly and yearly overview of how she monitors her provision to ensure she takes prompt action to promote the utmost safety of children at all times. The childminder maintains a comprehensive range of written policies and procedures, so that she effectively meets all welfare requirements. These policies include how she supervises and monitors any visitors to the home to ensure they are suitable to be in the presence of children. In addition, the childminder has a secure understanding of

the significant events that she must inform Ofsted, for example, any changes to persons living on her premises. This contributes to effectively keeping children safe and protected from harm. The childminder has an excellent understanding of child protection issues. She frequently accesses training, so that she has a secure understanding of the potential signs of abuse and neglect. The childminder has comprehensive information from her local authority about the procedures for reporting concerns. This means that she fully understands, which agencies she must involve if she has concerns. In addition, her own written safeguarding policy clearly outlines the utmost priority she places on safeguarding all aspects of children's care, well-being and learning.

Self-evaluation, reflective practice and monitoring are rigorous. Therefore, the childminder successfully and consistently identifies areas to effectively support children's high achievements over time. For instance, through monitoring children's progress, she ensures that she provides exceptional learning experiences across all areas of learning. This means that she has high aspirations for herself and children and sets targeted goals that place a strong emphasis on maintaining high standards of quality and achievement for all children. The childminder has successfully addressed the recommendation from the last inspection. For example, through purchasing a secure storage unit, the childminder maintains her documentation in a safe and confidential way. This contributes to safeguarding children, it promotes privacy and ensures no one has unauthorised access to children's information that may potentially put them at risk. The childminder's enthusiasm and dedication to her work with the children is inspirational. She demonstrates this through her strong commitment to promoting a well-established programme of professional development. For example, she has nearly completed a recognised early years qualification at level 3 and she accesses a wide variety of other training courses. Through this training, she significantly enhances her understanding of how young children learn, the purpose of observation and the importance she places on promoting children's learning through effective teaching. This contributes to her providing a rich, imaginative and stimulating learning environment for children. Through regular parental questionnaires and discussions with children, the childminder effectively involves others in her self-evaluation. As a result of these discussions, the childminder purchases resources to reflect children's likes and wishes, such as a paint easel. In addition, following recent comments from parents, who wish to get to know each other, she is exploring ways she can foster this through organising social events.

The childminder has excellent relationships with parents. They consistently contribute to their child's progress records and share information about their child's achievements and learning at home. This highly effective communication contributes to meeting children's individual needs and successfully promotes continuity when planning for their learning. Comments from parents are extremely positive about the care children receive. They say the childminder provides a flexible service to meet their demanding work schedules. Parents express how happy their children are and they say the information they receive in children's progress records, newsletters and routine information is extremely well complied and very informative. Children's needs are exceptionally well met through highly effective partnership working with other settings involved in children's care, such as nursery. For example, the childminder finds out what children are doing in other settings and what their goals and targets are. Therefore, she complements the learning children are experiencing elsewhere to promote continuity for children. The childminder fully

understands the importance of working in partnership with external agencies, such as health professionals, so that appropriate measures are in place if children need additional support or early intervention from other services, in order to meet their needs.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	503626
Local authority	Kirklees
Inspection number	910386
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	08/03/2012
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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