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| <b>Inspection date</b>   | 23/11/2012 |
| Previous inspection date | 14/04/2010 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|                                                                                        | Previous inspection:    | 3 |
| 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            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder has a comprehensive understanding of the safeguarding and welfare requirements and takes good steps to promote the safety and well-being of children in her care.
- Children settle well in the provision because the childminder has clear working relationships with parents. They are very complimentary about the care provided.
- Children enjoy the company of the childminder; she has a warm and caring approach that enables her to support and balance the needs of differing ages of children.

#### **It is not yet good because**

- The childminder has not fully established a system to ensure rigorous and robust planning and assessment. This means that children are not provided with consistently challenging experiences to further extend their learning.
- The systems for self-evaluation and monitoring of the provision do not fully ensure the effectiveness of any changes. Additionally, parents and children having insufficient opportunities to contribute towards the evaluation of the setting.
- Insufficient labelling means that children are not able to freely access resources and is a barrier to their developing independence.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 downstairs playroom.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, assessment documentation, and a range of policies and supporting information.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Anne Mackay

## Full Report

### Information about the setting

The childminder was registered in 2003. She lives with her husband and her youngest son, aged 17 years. The family live on a smallholding that is situated in Holmfirth, West Yorkshire. It is a rural area with shops, a play park and a school close by in the village. The ground floor of childminder's house is used for childminding purposes. The family has three dogs plus a selection of outdoor animals, such as goats and chickens. The childminder attends a toddlers group and she collects children from the local schools

and pre-school playgroups.

The childminder is a member of the National Childminding Association and receives support from the local authority. There are currently 10 children on roll, of whom four are in the early years age group who attend for a variety of sessions. The childminder works with a registered assistant. The childminder is open all year round from 7am to 6pm Monday to Friday, except for family holidays. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

### **What the setting needs to do to improve further**

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

- review and extend the system of planning and assessment to provide consistently challenging learning experiences across the seven areas of children's learning.

#### **To further improve the quality of the early years provision the provider should:**

- improve the process of self-evaluation, so that there is a thorough system for careful monitoring and evaluation of the service. Consider how the views of parents and children can be obtained to support the identification of priorities and to inform plans for improvement
- label resources, for example with pictures and print to enable children to independently make choices about what to play with

### **Inspection judgements**

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

The childminder knows the children in her care well and understands their needs and developing personalities. She has a generally sound knowledge and understanding of the seven areas of learning and provides a range of opportunities that interest children, such as playing with toy trains and craft activities. The childminder gathers information from parents when children start at the provision using the 'All About Me' form and keeps individual records of each child. These contain interesting photographs and children's artwork, which she shares with parents so that they can jointly support children's learning. Although not yet in place, the childminder is aware to use observations and assessments to complete the progress check for two-year-olds within the setting. The childminder carries out observations on the children to ascertain their abilities. However, these are not

consistently used to clearly identify each child's next steps and plan activities to further support children in reaching the next stage in their development. This means that, although children make satisfactory progress from their starting points, challenging activities that extend children's learning and support them in moving further forward are not always planned for.

Children have opportunities for fresh air and exercise as they walk everywhere with the childminder. They go to the local toddler group and playschool, and they explore the local area, walking on the rural lanes and going to see the ducks. The childminder helps children to understand the natural world through collecting leaves and using these for leaf paintings. The childminder interacts well with children as they all play together with the doctors set and she encourages children to use their imaginations while they make a cup of tea with a whistling kettle. She offers a selection of creative resources to promote children's self-expression while having fun. She effectively uses tone and facial expressions when talking to very young children to promote their developing communication skills. She encourages concentration skills and developing literacy of older children through reading books together and children enjoy the familiarity of well-loved stories. The childminder interweaves opportunities for children to increase their numeracy skills throughout the day, for example, by talking about the size, shape and colour of shells and pasta while playing in the sand tray or counting the toys as they tidy up.

The playroom is mostly well-organised with a wide variety of toys and resources from which the childminder supports children to choose activities that interest them and will aid their differing stages of development. However, resources are not labelled in pictures or print, which hinders the ability of all children to make their own choices about what they do. The childminder provides an appropriate balance of encouraging children to lead their own play alongside the provision of organised activities, such as craft work or trips out.

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

The childminder provides a welcoming and bright environment where children settle very well and build up secure attachments to her. Very young children, new to her provision, stay close to the childminder and enjoy the cuddles and reassurance that she provides. One wall of the playroom is lined with photographs of children who attend the setting and children's craft work is proudly presented within changing displays, according to their latest activities. Children often attend for many years and older brothers and sisters may remain cared for by the childminder before and after school. This sense of continuity and familiarity adds to children feeling safe in the care of the childminder.

The childminder values good behaviour and teaches children to care for each other. She acts as a positive role model, valuing and respecting each child and providing consistent and clear boundaries. Children are frequently praised when they share their toys or when they sit nicely at the table. This helps children to develop self-esteem and confidence. Children are well prepared for their next stage of learning because the childminder plans her activities according to individual children's needs and wishes, including taking them to other groups to socialise. The childminder encourages children to develop independence

through teaching them skills, such as doing up their zips on coats and recognising their own names.

Children's health is promoted well. Children learn about good health through everyday routines, such as washing their hands when going to the toilet or before eating and posters about 'hygiene heroes' in the bathroom offer a further reminder. The childminder ensures that each child has their own fresh drinking water available at all times and provides nutritious snacks, but parents generally provide their own food for meals.

The childminder is fully aware of her duty to protect and safeguard children's welfare. Parents have access to organisational policies and procedures and know what to do in the event of a complaint. Parents comment very positively about the care provided, stating that their children are happy and enjoy the company of the childminder.

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

The childminder demonstrates an adequate knowledge of the seven areas of learning and how children learn. Through some observations, she has identified areas where children need support and has identified ways in which to offer this. However, the weaknesses in the planning and assessment do not allow her to be fully confident in the progress children are making in all areas of learning. The childminder completes risk assessments and has a system in place for visual daily checks to ensure that children are safe, both inside the home and outdoors. She undertakes regular fire evacuation drills with children and a colourful reminder chart is displayed on a picture of a fire engine on a wall in the playroom. The childminder updates her knowledge and skills by undertaking training provided by the local authority and she ensures that her child protection and first aid training remains current.

Through discussion, the childminder communicates some intended improvements to her provision, such as attending further training to increase her knowledge about the recent revisions to the Statutory Framework for the Early Years Foundation Stage. She seeks support and guidance from the local early years service and wishes to develop a more rigorous system for self-evaluation. The childminder maintains a friendly on-going dialogue with parents, however, she has not sought their views as to her practice. The childminder has not yet fully considered any changes to improve her service or monitor the effectiveness of any changes made. As a result, self-evaluation is insufficiently robust and does not help the childminder to ensure that she continues to raise the overall quality of practice.

The childminder has developed sound working relationships with other providers. For example, she talks to her children's key persons at other settings about what children have enjoyed doing and ensures that she passes on relevant information to parents. In this way she ensures continuity of care for the children within her provision.

## 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 | 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. 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**

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY232870    |
| <b>Local authority</b>             | Kirklees    |
| <b>Inspection number</b>           | 819614      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 10          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 14/04/2010  |
| <b>Telephone number</b>            |             |

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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 that are usually their 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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