

Inspection date	10/10/2014
Previous inspection date	24/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder has effective teaching skills and a good understanding of the children's abilities. She plans activities that challenge and develop their skills, ensuring they make good progress.
- The childminder provides a range of stimulating resources and activities which are relevant to individual children's needs and interests. As a result, children are engaged and enthused in their learning.
- Children's well-being is paramount to the childminder. A good understanding of safeguarding ensures children are kept safe in her care.
- The childminder has strong partnerships with parents and positive relationships with children so they feel safe and secure in the environment, enabling them to learn.
- The childminder is committed to making ongoing improvement to her knowledge and skills and she evaluates her provision well. Therefore, children receive high quality care and education while in her setting.

It is not yet outstanding because

- On some occasions, the childminder does not exploit opportunities to further extend children's emerging communication and language skills.
- The childminder does not always explain planned activities fully, in order to prepare children and maximise the learning opportunities on offer.

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 carried out a tour of the premises used for childminding purposes.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector observed children during activities, both indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the childminder's written policies and procedures.

Inspector

Sadie Corbett

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in a house in Moldgreen, near Huddersfield. The whole of the ground floor and the rear garden is used for childminding. The family has a dog, two cats, two tortoises, three guinea pigs, two rabbits and three chickens as pets. The childminder attends a local toddler group and a childminder group. She visits the library and park on a regular basis. She collects children from the local school and pre-school. There are currently 21 children on roll; four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 6.45am to 6.45pm, Monday to Friday, except 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:

- explain activities before starting so that they are introduced clearly in order for children to maximise their learning
- exploit spontaneous events to further develop children's already good language development and enable them to make even swifter progress in this area.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and how to support children's development in the seven areas of learning. Teaching is also strong as the childminder successfully adapts activities to meet children's individual next steps in learning. The childminder uses her knowledge of each child's level of attainment to plan challenging activities. For example, she provides children with a water activity to promote and discuss mathematical concepts, such as 'big' and 'small'. She links this to the weather by discussing how the big cotton wool clouds are full of rain when they are in the water and then asking the children to predict what happens when they are squeezed. Children make their predictions and giggle with delight as they test out their theory. However, the childminder does not always explain the purpose of an activity by introducing this first through discussion. As a result, some learning opportunities are missed as children do not initially understand what they are meant to do. The childminder observes children's interests and ensures resources are available to support them, resulting in enthusiastic and eager learners. For example, she provides music players with microphones for children who show an interest in singing, and cars and a ramp for children who are

interested in transport. The childminder has created an exciting learning environment and children take part in a range of different activities, which they enjoy. The childminder makes sure that each child has fun when they are learning. This is clearly demonstrated as children laugh while they splash in the puddles they made from water play.

The childminder provides a good variety of activities to support children in making progress in the prime areas of learning. For example, children are encouraged to put on their all-in-one waterproofs for outdoor play and try to put on or take off their shoes. This supports their self-help skills and coordination. Children's physical development is further supported by having daily access to the outdoor environment, where they enjoy ball play and running, as well as challenging their physical skills by climbing up steps or on the climbing equipment. The childminder supports children's communication and language skills well. She gets down to their level, repeats words and uses clear pronunciation. However, on occasions, she misses opportunities to further extend children's emerging use of language. For example, children stop playing to look at an aeroplane they had heard, and say 'plane'. The childminder followed their interest and commented on how high the plane was but did not exploit this spontaneous opportunity to expand the discussion further by talking about the sky, the clouds, or about their own experiences of aeroplanes.

Parents are involved in establishing initial assessments and in maintaining up-to-date records, as they work in partnership with the childminder. This ensures that they remain involved and informed about the progress of their children. The childminder shares activities with parents, which allows learning to be reinforced at home. The childminder records children's learning in their learning journey file which contains photographs, observations and assessments of children's development. Parents regularly access their child's file and discuss their child's development with the childminder. This enables the childminder to create a well-informed progress check for children between the ages of two and three years, which is then used to identify any areas for further input.

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

Children are happy in the home environment as a result of the warmth and care provided by the childminder. They form secure bonds with the childminder and this promotes their well-being. The childminder is a positive role model who is calm and patient, enabling children to feel reassured in her presence and motivated to learn. Children establish a positive and affectionate relationship which means that they are confident and emotionally secure. Children share concerns with the childminder, such as when a toy does not work in the way they expect it to. The childminder gives good support by offering guidance to enable the children to resolve their concerns with independence. The childminder ensures that children become confident with new situations. For example, the childminder takes the children to the local toddler group and library. This gives them opportunities to meet other people, use alternative play equipment and be a part of the local community. This helps to promote their social skills and develop their self-confidence. Children thereby build their confidence in social situations which prepares them for attendance at pre-schools, school and other care settings.

The childminder praises and encourages children, building on their self-esteem in a child-

orientated, well-resourced and fun environment. Through good use of praise, and by providing consistent routines and boundaries, children are developing a secure understanding of right and wrong. The childminder acts as a good role model and children are given clear and consistent messages about learning to share, take turns and being kind to one another. This helps children to form positive relationships with those around them. Children respond positively to the attention and praise they receive, which fosters their confidence and self-esteem. Children are able to be independent and actively explore their environment safely, both indoors and outside. Resources indoors are age appropriate, of good quality and accessible, enabling children to initiate their own play. Children are able to play outdoors in all weathers as they are provided with full waterproofs and wellington boots. The children have wonderful opportunities to experience the natural world and extend their learning through playing and experimenting in the mud kitchen, hunting for mini-beasts in the bug hotel, or looking for hedgehogs in the hedgehog house. Climbing equipment and steps up to differing levels challenge children's physical development, and allow children to problem solve and consider how to stay safe.

Children gain a good understanding about healthy lifestyles as they are sensitively encouraged to follow personal hygiene routines, and learn to manage these independently. Children are beginning to develop good self-help skills as they are encouraged to wash their hands before meal times and after toileting. The childminder provides healthy snacks and meals for children, and menus are displayed for both children and parents to see. Meal times are social occasions, and children all sit at the table together. They are able to select their plate and cutlery, and safety is reinforced by the childminder reminding them of the rules of carrying their knives and forks sensibly. Children are able to select their own drink and independently pour their chosen drink from the jug. The childminder works with parents to collect useful information to meet each child's needs. As a result, individual dietary requirements are well catered for and thought about for every eventuality. Even the emergency evacuation bag includes biscuits which are wheat free so children who have an intolerance to this are catered for. Risk assessments are robustly completed which ensures children are safe. There is a safety gate to the kitchen so the youngest children cannot get in and doors are securely locked, with keys out of children's reach. The childminder has a positive attitude to equal opportunities and welcomes all children and families into the home. Children have opportunities to learn about other cultures and beliefs as the childminder provides a range of relevant resources, and displays signs in different languages. This helps to develop children's understanding of differences in the wider world.

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

Leadership and management are good because the childminder has a commitment to providing high quality provision. She has completed a variety of training to improve her skills and keep up to date with any changes. She maintains well-organised policies and procedures, and assesses and manages risks on an ongoing basis, identifying any hazards. For example, she ensures the floor is free from clutter and talks to children about tidying toys away. Risk assessments also include ensuring children know what to do in the event

of a fire, and clear signs are displayed for children and parents to follow. The childminder's training in paediatric first aid means she is able to ensure children can be treated appropriately in the event of an accident or illness. The childminder has a clear understanding of her responsibility in relation to safeguarding issues. She demonstrates a sound working knowledge of the possible signs of abuse and neglect, and the need to report any concerns to the Local Safeguarding Children Board. She shares relevant policies and procedures with parents, so that they understand her duty to protect children from harm or neglect. All adults living on the premises are suitability checked, making the setting a safe place for children to thrive.

The childminder has a full understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She observes children regularly at everyday play, assesses skills and strengths, and further supports them to make good progress. The childminder recognises the individual learning styles of children and the features of effective learning which they show in their play. She effectively tracks children's learning from their starting points. All of this practice and information is shared with parents, so that they are always kept well informed. The childminder evaluates her practice regularly and can clearly identify her strengths and priorities for improvement.

Partnership with parents is very strong. Parents write extremely positive feedback about the quality of the care that the childminder provides for their children. One parent states, 'I think I have the best childminder in the country'. Another states they have 'already seen progress since their child started attending' while another comments, 'It's like my child has two families'. The childminder takes account of parents' views and communicates through a variety of means, such as daily diaries and text messages, as well as the face-to-face daily meetings. Information about significant learning is recorded in learning journals, which include photographs of children playing and learning, and illustrates the variety of activities in which the children are involved. Parents sign observations so they are always aware of their child's next steps in learning in order for them to further provide support at home. This ensures that all parties work together for the best outcomes for children. The childminder is fully aware of where to access support for children with special educational needs and/or disabilities should the need arise. The childminder has good links with the local school that she collects children from and they share information as required, to further support children's continuous development.

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	EY401383
Local authority	Kirklees
Inspection number	870898
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24/02/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

