

Inspection date

12/12/2014

Previous inspection date

03/05/2011

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

- There are good systems in place for sharing information with parents about children's learning and they are supported in promoting children's learning at home. This ensures children make strong progress because their continuing learning is consistently promoted.
- Educational programmes cover the seven areas of learning and take into account children's interests and abilities. Children are keen to learn and their swift progress is supported through good quality teaching.
- The childminder has a good understanding of safeguarding and child protection. There is very strong focus on keeping children safe. They learn to assess risks for themselves and develop a thorough understanding of how to keep themselves safe.
- The childminder evaluates her practice and obtains the views of parents and children. She implements focused action plans that support improvements in her service.

It is not yet outstanding because

- The childminder sometimes misses opportunities to extend children's learning further through discussion, and this means they do not always make connections between different aspects of their learning.
- On occasions, the childminder completes simple tasks for children rather than giving them time to work them out for themselves. As a result, some opportunities to build on their independence and test their skills are not maximised.

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 carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child in a house in the Marsden area of Huddersfield. The whole of the ground floor, the first floor bathroom, a first floor bedroom, and an outdoor area to the front of the house 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, and collects children from the local schools and pre-schools. There are currently 10 children on roll. Of these, five are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except during 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 children's learning further by promoting discussions that help children to make connections between the different aspects of their learning for example, how their small world play links to their understanding of people who help us
- strengthen children's growing independence and encourage them to test their skills by giving children time to complete tasks for themselves before offering them help.

Inspection judgements

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

The childminder has a thorough knowledge of children's learning and development. She obtains information about their starting points from parents. This means she accurately assesses their skills and builds on their learning. The childminder plans a wide range of interesting activities that incorporate the seven areas of learning, taking into account children's interests and individual learning needs. For example, she encourages children to use tweezers to pick up small objects, which helps them to develop the skills they need for early writing. They explore sounds and develop physical skills, as they sing favourite songs and action rhymes. Children learn early mathematical concepts as they begin to identify colours and shape. However, on occasions, the childminder overlooks opportunities to enhance children's learning, because she does not always promote discussions that help them to make connections between different aspects of their learning. For example, she does not encourage children to make comparisons between what they eat and what their small world animals might eat. Nevertheless, children are making swift progress towards the early learning goals.

Children develop personal, social and emotional skills as they begin to build relationships. As a result, they have strong foundations that support them in all areas of learning. During activities they learn to share and include others in their play. Children share their experiences through role play. For example, they use pasta and kitchen utensils to pretend to cook food for each other and make cups of tea. Children have access to a suitable range of writing materials both inside and out. The childminder helps them to recognise letters and numbers in preparation for their learning in school. Children develop their understanding of written language by choosing from a variety of books and sharing stories. The childminder helps them to choose books from the local library. This extends their access to different types of literature. Children also learn that words are presented in a variety of forms, such as, information on interactive equipment. On occasions, the childminder completes simple tasks for children before giving them time to work out how to do them. As a result, she does not always exploit opportunities to test their skills and build on their growing independence. Nevertheless, children are making good progress overall, and the childminder shares information about learning with other settings to ensure children enjoy consistency in approach.

Parents are kept informed about activities through daily discussions and information shared in daily diaries. Comprehensive observations and assessments are completed and often shared with them, which keeps them very well informed about their children's development. The childminder encourages parents to share information about their children's achievements at home and involves them in monitoring their children's progress. This ensures the next steps identified for children are accurate. Information from observations and assessments is used effectively to monitor children's progress and to plan for their next steps in learning. Planning is focussed to target children's individual learning needs. This means they are supported in making good progress. Tracking documents show that all children are meeting the expected milestones for their age. The childminder completes the required progress checks for children between the ages of two and three years, and shares this with their parents. This means children who are not meeting their expected milestones are identified quickly. The childminder has secure partnerships with other professionals, which means she can seek support for children who are not meeting their expected targets. Established partnerships with the local schools mean information about children's learning is shared. Therefore, children enjoy continuity in their learning when they move on to school.

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

The childminder promotes partnerships with parents well and ensures information about children's well-being is shared. Detailed information about children's individual care needs is obtained from parents when children come into her setting. She uses the information effectively to help children settle quickly by following their home routines and ensuring each child develops secure attachments early in her care. All children demonstrate they are confident and happy, as they independently explore. Children are supervised well and kept safe at all times. The childminder teaches them to assess risks and dangers for themselves. For example, they learn about road safety during walks and they visit the local adventure playground where they learn to stay safe while using large equipment. As

a result, they are developing a thorough understanding of how to protect themselves from danger.

There is a strong focus on promoting children's personal, social and emotional development. Children develop their social skills through a wide range of experiences. For example, they use public transport, visit cafes and the local supermarket. This helps them to learn how to behave in different social situations. They play well together and enjoy the company of their peers. Throughout activities the childminder recognises children's efforts by giving them continuous praise and encouragement. This helps to build their confidence and self-esteem. Children's behaviour is good, because the childminder is a positive role model. She helps them to understand their feelings, which means they learn to manage their own behaviour. The childminder encourages good manners and children listen and respond well to the childminder and each other. To help children prepare for the move to school, children experience daily routines that reflect those of the school environment. They enjoy small group activities where they listen to instructions; they attend larger social groups at the local playgroup and enjoy walks to school. As a result, children are emotionally prepared for the environment they will experience when they move on to the next stage of their learning.

Children enjoy outdoor play everyday. They visit local parks where they use large play equipment and enjoy large spaces to develop their physical skills. This helps them to understand how exercise supports their overall health and well-being. Children enjoy a wide range of healthy snacks and home-cooked nutritious meals. The childminder helps them to understand which foods are good for them and which should be kept as treats. As a result, they are developing their knowledge of how a balanced diet keeps them healthy. Children learn personal hygiene through everyday routines, such as washing their hands. They learn to use the toilet independently and this means they can attend to their own personal care when they move on to school. Children sit together at mealtimes and this reflects the routines they will experience when they move on to school.

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

The childminder has a very good understanding of her responsibility to protect children from harm and their safety is given high priority. There are clear procedures in place for reporting concerns about children, or adults. The childminder has completed safeguarding training to improve her knowledge and can identify the signs and symptoms that indicate children may be at risk. There are clear procedures in place that govern the use of mobile telephones and cameras within the setting and these are effectively implemented. The premises are kept secure at all times. The childminder conducts daily checks of the premises and equipment to ensure the environment is safe and suitable for children. Written risk assessments are in place for the premises and the childminder conducts risk assessments of places children visit. The childminder uses these to minimise hazards to children and they are reviewed regularly. A register of children's attendance, including when they arrive and leave, is in place. This shows that ratios are maintained. The childminder supports parents' understanding of her practice by providing them with copies of policies and procedures so they fully understand the service she provides. She holds a

current first-aid certificate, which means she can give appropriate treatment if there is an accident to a child in her care.

The childminder assesses the success of planned learning. She ensures that children's activities offer them appropriate levels of challenge that help them to make consistently good progress across all areas of learning and development. The childminder ensures that children and parents have a strong voice in her setting. For example, she encourages children and their parents to be involved in the evaluation of her setting. By frequently evaluating her service she makes an accurate assessment of her strengths and weaknesses. In her drive to deliver high standards of care and learning, the childminder seeks support from local authority advisors and undertakes regular training and study to build on her already good quality teaching.

Observations and assessments of children's progress are comprehensive and provide a precise overview of children's attainment over time. Partnerships with parents and other providers are secure, which ensures information is shared. This means children's needs are met and their ongoing learning and development is promoted. Information is shared with other early years professionals, so that they can continue to build on children's learning when children move on to new settings. Parents receive frequent feedback regarding their children's daily care and progress, through informative discussions and regular progress reports. This means parents are aware of the wide range of educational programmes that promote their children's good progress. The childminder shares activities with parents to support their children's development. This helps them to promote their children's continuing progress at home.

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	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	EY410141
Local authority	Kirklees
Inspection number	875412
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	03/05/2011
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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