

Inspection date	27/03/2014
Previous inspection date	06/02/2012

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

- Children make good progress in all areas of learning. The childminder is effective in her teaching through play and in providing activities, which interest and engage children.
- The childminder builds very strong relationships with children who are content and secure in her warm and affectionate care.
- Children are safe and secure with the childminder as her arrangements for safeguarding children are robust.
- Positive relationships with parents mean that children's individual needs are met and parents are well informed about all aspects of their children's development.

It is not yet outstanding because

- There are fewer opportunities for children to use the outdoor area as a learning resource.
- There is scope to enhance children's independent learning and to help them understand the meaning of words in the environment to maximise their development.

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 children's activities and spoke with the childminder and the children throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector sampled a range of documentation and the children's development records.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and four children aged 13, eight, three and two years in Huddersfield, West Yorkshire. The playroom and lounge on the ground floor and the bathroom on the first floor are used for childminding. She is registered to work with an assistant. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently four children on roll, of these, two are in the early years age group and they attend for a variety of sessions. The childminder operates all year round, 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:

- develop further the already good learning opportunities for children by extending resources and activities in the outdoor area
- explore ways of enhancing opportunities for children to choose resources independently and to recognise that words have a meaning, for example, by labelling boxes of toys that are stored in cupboards.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She observes and assesses the children and regularly monitors their progress. Children's development is effectively recorded in learning records through a selection of photographs, notes and links to the seven areas of learning. Children's progress is carefully monitored to help them make the best progress that they can from their starting points. The childminder is fully aware of the need to complete children's progress checks at age two when she has children within this age band. As a result, they are all achieving very well within the typical expectations for their age. Parents are fully involved in their children's learning from the start. The childminder obtains information from parents about what children already know and can do. She also shares children's development records with parents and they are encouraged to record their own observations of their children. The childminder also gives parents information on how to extend the activities at home. For example, she gives parents details about favourite nursery rhymes and their child's next steps in learning.

They also share details about children's developing interests to ensure continuity of care and learning.

The childminder provides a good range of resources both indoors and outdoors to stimulate and encourage children to play and explore their environment. However, the learning opportunities available in the childminder's garden are less well developed. This means that children miss out on experiences to use the outdoors to learn more about the wider world. In addition, although resources are easily accessible for the children, many of these resources are stored in boxes that are not clearly labelled. This does not make the best use of opportunities to fully enhance children's understanding that words have a meaning and their ability to independently make decisions and choices about their play.

The childminder uses effective teaching skills to engage children in learning. For example, she uses props from story and rhyme sacks to interest and motivate toddlers. They sing 'Twinkle little star' as they wave the star in the air and drop 'humpty dumpty' to the floor as he falls from the wall. The childminder extends the children's communication and language skills very well. She constantly talks with them about what they are doing, which helps them link words to actions. She asks questions and introduces new words into their vocabulary as they play. For example, as they begin to use their imaginations and pretend to make food, she asks 'I like strawberries can you find me some?' and 'what food shall we put into the pan to make some soup?'. Children find the fruit and vegetables and the childminder helps them identify names of the objects and pronounce them clearly. The childminder helps children understand that print in books has a meaning. For example, as she reads them stories she points to the words. She then asks them questions about the pictures to further develop their interest in books. For example, she asks 'who is wearing a hat?'. The childminder provides lots of opportunities for children to solve problems during the activities, which encourages the development of mathematics and critical thinking. For example, children make patterns matching different coloured pegs to the pictures. They learn about shapes as they play with shape sorters and complete simple puzzles. Consequently, children develop the skills that they need in readiness for school.

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

The children are happy and secure in the childminder's care. She provides a flexible settling-in procedure to support children's emotional well-being. For example, parents are encouraged to stay and play over a number of sessions and the childminder uses this time to get to know parents and their children. Children display strong feelings of security and confidence. They also develop strong bonds with the childminder, this is clearly seen when they snuggle up for a cuddle and display affection. The childminder supports children's well-being through changes in their lives. For example, when children experience new babies being born into their family she offers extra support through activities, discussion and acknowledges their feelings and behaviour. Children are also supported well in their move onto other early years provision. For example, the childminder talks with them about changes in their routine when they go to nursery. In addition, she takes them on walks to their new provision so that they become familiar with the route and the building. The childminder offers a varied range of good quality resources and activities that children

freely access. This enables them make choices and become independent in their learning. Children's creative work is displayed on the walls in the playroom, which helps them feel valued and boosts their confidence.

Children learn to behave well and to be considerate to others. This is because the childminder provides consistent messages. As a result, they develop good social skills and learn right from wrong. She encourages toddlers to share and take turns as they play. In addition, she calmly provides explanations for children so that they develop a good understanding of how to treat others with respect. Praise and encouragement is provided appropriately so that children understand clearly what they have done well. As a result, children develop good levels of self-esteem. This effectively supports children's personal, social and emotional development. Children take part in a range of experiences to help them develop social skills. For example, they have opportunities to mix with similar aged children at age-appropriate groups. This means that children benefit from being in different environments outside of the childminder's home.

As part of the activities the childminder helps children understand about how to keep themselves and others safe. For example, they learn how to take risks, which boosts their confidence in a safe environment as they climb the slide or play on the large apparatus in the parks. They also learn about safety, such as wearing seatbelts in the car and how to cross roads safely on outings. The childminder gives clear explanations to help children understand about their safety as she reminds them to walk indoors so that they do not trip and hurt themselves. Children have good opportunities to play outdoors daily where they benefit from the exercise and fresh. Children develop a positive approach to healthy eating and enjoy nutritious meals and snacks, which include lots of fruit and vegetables. Individual dietary needs are followed and the childminder works with parents to ensure that meals offered are suitable. Children learn about suitable hygiene practices as part of their daily routines. For example, they wash their hands before snack and after visiting the bathroom and they know that this 'gets rid of the germs'.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children are safe and protected. A high regard is given to safeguarding because the childminder takes positive steps to ensure children are as safe as possible at all times. She has a strong understanding of child protection issues and has attended training in this area. Her safeguarding policies and procedures are strong and reflect those of the Local Safeguarding Children Board. Comprehensive risk assessments assist her in minimising risks to the children inside and outside the home. Hygiene practices are effectively followed to ensure that areas used by the children are clean and safe. For example, children's potties are emptied after use. All of the required documentation for the safe management of the setting is in place. The certificate of registration, alongside public liability insurance is displayed in the hallway for parent's information.

There are effective systems in place to monitor and evaluate the provision. The childminder monitors children's progress towards the early learning goals through her tracking system to ensure that any gaps in development are closing. This helps the childminder plan effectively to progress children equally across all areas of learning. The childminder's drive and capacity to improve are strong as she demonstrates a commitment to her own professional development by seeking further training. Since her last inspection she has attained a relevant early years qualification at level 3. This has made a positive impact on the service that she offers to the children because her knowledge of how children learn and develop has increased. The childminder reviews her provision regularly to identify areas she wishes to improve. For example, she has obtained storage systems for children's resources so that they have better access and free choice. Parents and children are effectively involved in her evaluation process. Parents' views are obtained through regular discussions as children are dropped off and collected and she has recently devised parent questionnaires for them to complete. Children's views influence the activities and the menus that are on offer.

The childminder works very well in partnership with parents to ensure equality of opportunity and that children's individual needs are met. Information is continually shared and exchanged about children's care and learning. Support and guidance is provided as and when necessary. The childminder's policies and procedures are readily available for parents to see so that they have an understanding of her practice. Other relevant information is shared through discussions, newsletters and notices that are displayed. The childminder works closely with other agencies involved in the care and learning of children, such as the inclusion team and is fully aware of the need to work with other early years provisions that children attend. As a result, continuity of care and learning is effectively promoted.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY413440
Local authority	Kirklees
Inspection number	959372
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	06/02/2012
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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