

Inspection date	06/01/2015
Previous inspection date	19/08/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has an appropriate knowledge of safeguarding and the procedures to report any concerns, in order to protect the children in her care.
- The childminder has formed emotional attachments with the children, enabling them to make positive relationships with her and each other.
- The childminder uses lots of praise and consistent strategies to positively manage children's behaviour. As a result, children behave well in relation to their age and stage of development.
- The childminder effectively supports children's communication and language development. As a result, children make good progress in this area of learning.

It is not yet good because

- Children do not make the best possible progress overall, as assessments are not sharply focused on identifying the next steps in learning, to inform the planning of individualised learning opportunities for each child.
- Partnerships with parents are not consistently focussed on children's learning, in order for them to fully support their learning at home.
- Self-evaluation is not yet precise enough to fully identify and plan priorities for improvement and successfully involve parents and children.

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 had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living at the premises.
- The inspector sampled children's progress records, the childminder's self-evaluation documents, the registers of attendance and a range of other documents, including safeguarding, accident and medication records.
- The inspector spoke to the childminder about their practice, at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.

Inspector

Amanda Forrest

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 two children in a house in Brighouse. The whole of the ground floor, the bathroom on the first floor and the front garden are used for childminding. 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 and pre-schools. There are currently three children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- make ongoing assessments of children's progress, to consistently identify their next steps in learning and use this information to ensure that planned activities support their good progress in all areas of learning.

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

- enhance the relationships with parents further by creating more opportunities for them to be involved in their children's learning and development
- develop the self-evaluation process and action planning, to include the views of parents and children, in order to better overcome weaknesses and identify areas for further development that will secure continuous improvement.

Inspection judgements

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

Overall, the quality of teaching appropriately supports children in their learning and development. This is because the childminder is skilled in identifying when to intervene in children's play to support them further. For example, when young children show an interest in stacking wooden cupcakes, she extends this by introducing further resources, such as wooden plates and cutlery. Children delight in making meals for each other and the dolls. They appreciate her enthusiastic encouragement when they feed the dolls. The childminder extends this opportunity further still through counting and identifying the

different colours and shapes, therefore, supporting their mathematical understanding.

The childminder observes children during play and then uses some of what she sees and hears to identify next steps for each child's learning and development. She has developed a long-term plan to provide a range of different topics and cultural celebrations. The childminder incorporates these into her weekly planning to provide an interesting and varied range of activities for the children. However, children do not yet make the best possible progress, as the childminder's observation and assessment system is in its infancy. Assessments are not yet sharply focused on identifying the next steps in all areas of learning, so that children are best supported to move forwards and make good progress. In addition, she does not always share children's learning with parents or discuss with them how they can support the next steps in their learning at home. As a result, she does not maximise opportunities to work in partnerships with parents, in order to ensure a consistent and complementary approach to children's learning and development. The childminder is aware of the need to complete the progress check between the ages of two and three years where appropriate and the importance of sharing this information with parents.

Children are confident communicators because the childminder provides them with opportunities that encourage their language and listening skills, such as singing and story sessions. She asks children open-ended questions during their play, giving them time to respond and acknowledging their responses. This helps them to develop their thinking skills, alongside their confidence in communicating because the childminder values what they have to say. Children visit places of interest with the childminder, including local parks, shops and toddler groups. This develops their understanding of the local community and provides opportunities for them to develop their confidence and social skills in larger groups. Children independently make choices, exploring the resources available and the childminder facilitates this, offering them guidance as they play. For example, children explore cars and trains and the childminder supports them in understanding how to make friction vehicles move and magnets hold them together. Children are supported in their attempts to write and draw through resources that are readily available for them to use. This supports their developing literacy skills in readiness for the next stage of their learning, such as school.

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

Children enter the childminder's home happily and confidently and quickly settle into their chosen activity. The childminder has formed warm and caring relationships with the children in her care and they have formed good relationships with her family. The childminder invites children to settling-in sessions. She uses the information obtained from parents to tailor children's care to meet their individual needs while they are familiarising themselves with their new surroundings. Children show they feel secure by snuggling in for a cuddle with the childminder and by confidently exploring the environment. The childminder appropriately prepares children for their future move onto school by ensuring that they have the confidence and skills, which they need.

The childminder is a good role model. She constantly praises children and acknowledges

their achievements. For example, she praises children for helping to tidy up. The childminder uses consistent strategies to manage children's behaviour, as result children behave well in relation to their age and stage of development. The childminder ensures that children develop a good awareness of how to keep themselves safe. For example, they practise the evacuation procedures, so the children know what to do in an emergency situation, such as a fire. The childminder suitably fosters children's independence. For instance, all children are encouraged to help to tidy up. Children have access to a satisfactory range of safe and clean resources. However, these are not always used well to provide children with consistent learning experiences linked to their next steps in development.

The childminder supports children to develop an understanding of the importance of a healthy lifestyle. She provides healthy snacks, such as fruit and ensures fresh water is available for children. Children adopt healthy practices, such as washing their hands. In addition, children spend time each day outdoors where they benefit from exercise in the fresh air. As a result, children develop healthy habits that contribute to healthy lifestyles.

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

Since the last inspection by Ofsted, the childminder has shown a clear commitment to improving the standard of care for children and parents. Clear procedures are now in place for completing Disclosure and Barring checks in a timely manner and the childminder demonstrates a good understanding of the safeguarding and welfare requirements. She has an appropriate awareness of the possible signs of abuse and neglect and what to do if she has any concerns about the welfare of a child in her care. The childminder completes thorough risk assessments and daily checks of the premises to make sure they are safe for children to play and explore in. Furthermore, she has an appropriate range of safety equipment, such as fire prevention and detection equipment, which also contribute to children's safety. The childminder has attended training in first aid, food hygiene and safeguarding, which supports her in promoting children's health and well-being. As a result, children are protected from harm while in the childminder's care.

Issues, which affected the use of the outdoor areas of the property at the last inspection, have now been resolved, enabling full access to the garden. As a result, children's safety and welfare are now satisfactorily ensured. At this inspection, the childminder demonstrates continued compliance in respect of the previous actions raised. However, the childminder's ability to continue to make improvements is not yet fully secure, as she does not fully review or carry out a detailed evaluation of the quality of her service or gain the views of parents and children to help her with this. As a result, some requirements have not been met in full and there are no plans in place to prioritise and focus on areas requiring further development. For example, she has not yet fully embedded a system to assess children's progress and plan for their next steps effectively to ensure that all areas of their learning are being fully met. In addition, she does not consistently share the information, which she has gathered about children's progress. Therefore, she does not maximise opportunities to support parents to complement their child's learning and development at home.

Partnerships with parents are positive. They comment that they and their children benefit from her care and she adjusts her care to each individual child. The childminder demonstrates that she understands the importance of liaising with teachers when the time arrives for children to move onto school. This ensures that teachers are adequately informed, in order to meet children's needs and provide some consistency in their learning.

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	EY419658
Local authority	Calderdale
Inspection number	988632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19/08/2014
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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