

Inspection date

Previous inspection date

21/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provides a welcoming home and a friendly approach, therefore, children are happy and content in her care. She has a clear understanding of her policies and procedures and monitors her provision to ensure best practice.
- Children make good progress in their learning as the childminder has effective teaching skills and provides well planned and stimulating activities which meet each child's individual needs.
- The childminder has established links with the local school to ensure continuity of care and learning for all children.
- The childminder keeps children protected from harm because she has a good knowledge of procedures to follow should she be concerned about a child.

It is not yet outstanding because

- The childminder does not always enhance opportunities for children to explore their feelings and emotions.
- Children have fewer opportunities to see the written word in the outdoor learning environment in order to extend their understanding that print carries meaning.
- Although parents are given good information about children's progress, they are not routinely invited to offer their contributions and observations about what children do at home.

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 playrooms and the outdoor area.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
- The inspector spoke to the children during free play.
- The inspector checked the suitability and qualifications of the childminder.

Inspector

Hayley Gardiner

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Longwood, near Huddersfield, with her husband, and their five children aged 13, 10, eight, six and four years. The childminder works with an assistant. The whole of the house is used for childminding, except for the master bedroom. The garden is used for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local schools, nursery and pre-schools. There are currently seven children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round, 7.45am to 6pm, except bank holidays.

What the setting needs to do to improve further

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

- enhance the number of opportunities for children to explore their feelings, for example, by using a range of books and photographs with children to help them to relate to different emotions
- build on children's awareness that print carries meaning and that it can be used to relay information and for the development of language, for example, by displaying words and pictures around the outdoor environment
- strengthen further the communication links with parents, for example, by inviting parents to make more contributions to children's learning files.

Inspection judgements

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

The quality of teaching is good. Children are effectively supported in their learning and development and are making good progress. This is because the childminder has a very good understanding of child development and implements effective teaching skills. Effective monitoring of the educational programmes ensures that all aspects are included successfully. Planning is well thought out and meets children's individual needs well. Individual learning files are in place for all children and these include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. Daily discussions and conversations help parents to remain up to date about their child's day. However, there is

scope to enhance the good communication with parents regarding what they observe about their child's progress at home, to enable them to be fully involved in their child's learning journal. Assessment is used effectively to plan for their next steps in learning, and as a result, the childminder includes appropriate activities, experiences and challenges for the children.

Children benefit from a broad range of activities, outings and play experiences that promote their learning and development well. This helps children have the skills required for the next stage in their learning. Children confidently explore the environment, knowing that the childminder is close by and they readily seek out these familiar adults to share play experiences. The childminder is actively engaged in children's play and responds well to their interests. She supports children's language and communication skills well, skilfully introducing new words one at a time and repeating these so that children understand their meaning and can learn to pronounce the words correctly. She also questions children as they play to encourage them to think, and talk about what they know and their ideas. For example, as children lie on the paper and draw around each other and the childminder, she asks them about the different sizes and shapes they can see. This develops children's recognition and understanding of shape, helps children begin to recognise body parts while supporting their communication skills.

Children are offered appropriate opportunities to develop their awareness of diversity through resources, such as books and dolls that portray positive images of different cultures and backgrounds. The childminder provides good opportunities for children of all ages to join in with tactile experiences, so they learn through their senses and become active and motivated learners. For example, she provides a tray of frozen water with objects in. She gives children time to become familiar with the ice at their own pace. As a result, they show curiosity as they use their fingers to glide over the ice and objects. When playing outside, children develop their physical skills using the good range of resources available to them. The outdoor space provides good learning opportunities for children. However, children have fewer opportunities to see the written word in the outdoor learning environment, in order to extend their understanding that print carries meaning.

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

Children are happy and settled as the childminder and her assistant provide a warm and homely environment. This supports children's emotional well-being and results in children who are confident, motivated and active learners. Children are confident and talk to visitors freely. The childminder uses praise and encouragement to support children's good behaviour and children respond positively to this. For example, they smile as they are told how well they have done as they do an activity. This boosts their confidence and self-esteem. However, children have fewer opportunities to learn about their feelings and how to manage them, for example, by using a range of books and photographs to help them to relate to different feelings. Children show their attachment to the childminder by indicating they want her to join in with their play. She responds to their wishes and engages with them with enthusiasm.

The childminder follows children's individual routines and care needs to ensure they experience continuity of care. The childminder has also spent time with the children's family in her home so she can get to know the entire family well. This helps children to move between home and the childminder's care with little disruption or disturbance. The childminder is skilled in developing children's independence and learning during all play and daily routines. Various trips out of the childminder's home provides opportunities for the childminder to speak to the children about road safety and how to behave near the roads. Children comply fully with expectations and learn to keep themselves safe in an emergency through practising the emergency escape plans. Becoming increasingly safety aware, making friends and learning self-care skills, means children gain essential skills and attitudes to support their future move to other settings or to school.

Children have a balanced and varied diet including fresh fruit and vegetables. Fresh drinking water is available, to prevent children from becoming dehydrated. The childminder follows good health and hygiene practices. Children are encouraged to wash their hands before eating and after using the toilet. This minimises the possibility of cross-infection and encourages children's independence and self-care skills. The childminder promotes an active lifestyle, encouraging children to be outdoors. They have daily opportunities to play in the garden and are taken on outings to the local playground. Children are very confident in expressing their needs and play ideas. They build good relationships with their friends and they work together well to create their play.

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

Children's welfare is promoted well because safeguarding regulations and duties are correctly met. The childminder has a good knowledge and understanding of her safeguarding policies and procedures. She is fully aware of her responsibility in this respect. She knows how to report and record concerns and has attended relevant training. Children are protected in the event of an accident because she has a current paediatric first-aid certificate. Children play in a secure, safe environment where the childminder completes safety checks and regularly reviews risk assessments to promote their welfare. The childminder is organised and completes all the necessary paperwork, such as children's information and a record of their attendance. Her policies and procedures are shared with parents so they are aware of her responsibilities. Recruitment systems are good and help to ensure adults are suitable to work with children. All adults are suitably vetted to work with children and receive a full induction so that they are aware of the vision and expectations of the setting.

The childminder and her assistant evaluate their practice and develop future plans to concentrate on improving learning outcomes for children. They have a good awareness of their individual strengths and fuse these together to ensure children are getting the best practice and care in the setting. The childminder and her assistant monitor children's progress well and have a very good awareness of their abilities and skills. The well thought out planning helps her to ensure that the childminder covers each area of

learning, with adult-led activities and resources used well to support children's learning in a way that acknowledges that all children develop at their own pace. The childminder demonstrates a good understanding towards monitoring and evaluating her service. For example, she values and uses the support and advice provided by the local authority coordinator and other childminders to ensure she continues to provide a high standard of practice and a good quality service where children are safe and can learn effectively.

Overall, partnerships with parents are well established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions to nursery or school. Parents are able to share information about their children with the childminder and they discuss children's progress whilst at the childminders, when dropping off and collecting their children. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has established links with local agencies and schools to ensure continuity of care and learning for all children.

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	EY456463
Local authority	Kirklees
Inspection number	921242
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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