

Inspection date

30/04/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is excellent. The childminder has a superb understanding of the Early Years Foundation Stage. She precisely observes and assesses children, identifying their preferred style of learning and their current interests and uses this information skilfully to provide a fantastic range of activities that fully engage and stimulate them.
- Children are enthusiastic and curious learners who are supported by the childminder's sensitive and thoughtful interactions. As a result, they make excellent progress in their learning and development.
- Children are extremely happy, confident and self-assured in this homely and welcoming environment. They have strong attachments to the childminder, who is very caring and attentive to their needs. This enables children to explore their environment with confidence as their emotional well-being is supported exceedingly well.
- Children are well protected because the childminder has an excellent understanding of how to keep them safe. The comprehensive policies and procedures are up to date and in line with those of the relevant Local Safeguarding Children Board.
- Children benefit from the highly effective partnerships that exist between the childminder and their parents. Information is regularly shared to enhance their care and learning experiences.

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 spoke with the childminder and children during the inspection in relation to children's learning and development.
- The inspector took account of the views of parents in written questionnaires and letters.
- The inspector considered the self-evaluation form and audits completed by the childminder.
- The inspector looked at a sample of policies, documents and procedures.

Inspector

Helene Terry

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged nine and six years in Huddersfield, West Yorkshire. The whole of the ground floor of the home is used for childminding. The rear garden is used for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local schools. There are currently nine children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round except for family holidays. The family pets include an axoloti. The childminder provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- consider extending the already successful ways in which children move and use their bodies, for example, by providing more wheeled toys, such as, trikes and push carts.

Inspection judgements

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

The quality of teaching is highly effective. The childminder supports children exceptionally well and uses adult-led and child-initiated activities to extend children's thinking, interest and learning. The childminder identifies and works with children's starting points, which are comprehensively sought from parents during an intensive settling-in period. Frequent and detailed observations of children are carried out, recorded and cross-referenced to the areas of learning, and children's next steps are clearly identified. This informs the detailed planning of the activities for each child. Children's development files contain in depth observations, which are supported by numerous annotated photographs and examples of children's artwork. They provide a delightful reference to share with parents. The childminder also ensures parents are involved in the assessment process on an ongoing basis as they are invited to comment on the activities that their children are involved in. The childminder's superior understanding of children's next steps in their learning ensures that she is constantly thinking about how her teaching can move children's learning on. For example, she makes her own resources and games to specifically address certain areas of learning where she has noticed gaps. Consequently, children make outstanding progress in their learning and development and are very well prepared for school. Summaries of children's development are completed each month and the childminder is fully aware of the need to complete children's progress check at age two.

The childminder embraces every learning opportunity throughout the day, whether it is a

planned activity or a routine task. For example, as she encourages a toddler to wash their hands she asks questions to enable them to think and respond, such as 'where do we go to wash our hands?', 'what do you need so that you can reach the sink?' She talks with the children constantly about what she and they are doing, which helps them to link words to actions and enhance their understanding of language. Children have lots of opportunities to play heuristically and to explore using their senses. There are lots of resources available that can be used in a variety of ways, including treasure basket. Children play with rice grains and pour it into different containers, looking at capacity and measure. They use their physical skills as they pour and mix the ingredients to make play dough and then they observe the changes to the materials. They experiment as they make 'cloud dough', by mixing flour and baby oil. They mould it and enjoy its silky texture. Children have lots of opportunities to be creative. They freely access the art trolley and use a variety of materials to help them express their thoughts and feelings through their artwork.

Children delight in exploring the outdoor environment every day. The childminder creates an inspiring garden full of abundant learning opportunities. As a result, children actively investigate the many natural areas of the garden. They observe nature using magnifying glasses and they play in the den and use the binoculars to observe the birds. They busily fill up the containers and make potions in the 'mud kitchen', and learn about weight, size and number as they play. However, there are fewer opportunities for children to move in a variety of ways, such as by using trikes and other wheeled toys. The childminder promotes children's understanding of shape when they play with a variety of construction sets. As younger children build towers the school age children use more advanced construction sets to build electrical circuits so that they can record sound. Children learn about numbers and letters of the alphabet through a variety of creative ways. For example, the childminder provides pebbles that she has written numbers and letters on. These are used indoors and outdoors to count, make number lines or to learn about the sounds of letters of the alphabet. Using these in a variety of ways promotes children's different learning styles, including those children who learn better outdoors. Consequently, all areas of development are consistently and innovatively addressed and this is reflected in the excellent progress of the children in her care.

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

The childminder is highly skilled in helping children settle quickly into the setting. She works closely with parents to ensure all children's needs are known and met. There is an effective settling-in procedure, which allows children to visit several times with their parents until they are confident within the setting. She listens to their needs carefully and goes a long way in ensuring these are met. The emotional security she provides for children is second to none. She cuddles them when unwell and offers reassurance so that they feel secure. Children are supported very well in their move onto school. The childminder reads books with the children and does activities with them to support them with any changes in their lives. This helps children understand their emotions at such times as the arrival of new siblings or the move onto school. Role play is also used to help children express their thoughts and feelings. For example, she has a selection of school uniforms in her dressing up box and she enables children to practise changing nappies on

the dolls.

Behaviour is exemplary as a result of the childminder's sensitive interactions and role modelling. Posters are displayed and discussed with the children about consideration and respect for one another. Lots of praise and encouragement is used including 'high fives' and 'thumbs up', which children warmly react to. Children's independence skills are greatly enhanced because all of the excellent resources are at child height and set out into the different areas of learning, so that children have choice. She also has photographic cards of her resources to further support children. Children's work adorns the walls, including pictures that children have done at home. This helps children feel that they are valued and develop a sense of belonging. There are also many displays and resources that positively represent diversity in our society, which helps children value and respect people's differences and similarities.

The childminder expertly supports children to develop an understanding of the importance of physical exercise and a healthy diet. Children have access to daily outdoor activities which include playing in the garden. This ensures they benefit from regular physical exercise and fresh air. The childminder provides children with healthy, nutritious meals and snacks. Children have access to drinks throughout the day to ensure appropriate hydration. They also help the childminder grow a variety of fruit, vegetables and herbs in the garden, which helps them learn about growth and decay. Children learn about good personal hygiene. Posters in the bathroom enable children to follow the correct hand washing procedures and the childminder demonstrates to toddlers how to follow the procedures. Individual flannels are used to independently dry hands. Consequently, the spread of infection is minimised. Children learn very effectively how to stay safe. The childminder helps them to understand how to manage risks as they play, such as not binding bandages too tightly when they role play hospitals. Children also learn about road safety, stranger danger, cyber bullying and the National Society for the Prevention of Cruelty to Children's 'Underwear rule campaign'. Therefore, they learn how to protect themselves.

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

The childminder has a robust understanding of her responsibility in relation to safeguarding issues and the procedures to follow in the case of any concerns she may have about the children in her care. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. Visitor identification is obtained and details recorded in the childminder's visitor's book. The setting is secure and the childminder carries out detailed risk assessments to minimise risk, both around the home and outdoors. The childminder has meticulous policies and procedures in place and she demonstrates an excellent knowledge of the safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. The childminder is very conscientious and keeps up-to-date with relevant training and reading to ensure that she enhances children's development to the best of her ability.

The childminder continuously reflects and evaluates the service she provides. She actively

seeks detailed comments from parents, children and the local authority to identify areas for improvement. She is proactive in listening to the opinions of the children and uses a wide range of age appropriate activities to take account of their views. Meticulous monitoring and review of children's development means that the childminder ensures that the learning activities are fully effective and support all children to make excellent progress. She has robust and rigorous self-evaluation methods and keeps her skills and knowledge fully up-to-date.

The childminder establishes highly successful, engaging relationships with parents to help enrich their involvement in their children's care and learning extremely well. She clearly displays all the important information about her policies and procedures, assessments and planning. Parents also have good access to her website. Parents value the detailed information they receive about their children's day. She involves parents in their children's learning exceptionally well and parents say that they have 'great partnerships' and they 'feel comfortable to approach the childminder for key advice'. They feel that their children have 'developed so much, made lots of friends and are more active'. They also say that the childminder encourages 'kindness and compassion'. The childminder is fully aware of the need to work alongside other agencies to fully support the individual needs of children in her care. Consequently, the childminder provides a stimulating and very rich learning environment in which children and families are nurtured. Her passion and continuous drive for improvement ensures that all children achieve exceptionally well, and are supported as unique individuals.

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. 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	EY468699
Local authority	Kirklees
Inspection number	940512
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
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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