

Inspection date	15/10/2014
Previous inspection date	23/07/2010

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

- Children build strong emotional attachments to the childminder and her assistant because of well-organised settling-in arrangements. There is close consultation with parents during this period of time, in order for children's individual needs to be established and well-met.
- Children are safeguarded because of effective risk assessments and well-considered safety practices.
- The childminder and her assistant enthusiastically interact with the children and show good levels of interest in what they say and do. This enhances children's engagement and enjoyment in activities.
- Strong partnerships are established with parents and other providers. Consequently, there is a shared and consistent approach to supporting children's care, progress and achievements through effective channels of communication.

It is not yet outstanding because

- The childminder does not always consider how the learning environment is organised, in order to maximise younger children's play and exploration.
- The childminder does not always make the best use of opportunities to extend children's learning through more challenging questioning.

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 and care routines in the lounge and kitchen diner.
The inspector spoke with the childminder, her assistant and children at appropriate
- times throughout the inspection and carried out a joint observation with the childminder.
- The inspector looked at a selection of policies, documentation, children's records and verification of suitability checks.
- The inspector took account of the information provided in the childminder's self-evaluation document and parent questionnaires.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children, in a house in the Great Horton area of Bradford. The childminder's daughter works alongside her as an assistant and holds an appropriate early years qualification at level 3. The childminder uses the whole of the ground floor of the premises, the first floor bathroom and an enclosed garden for childminding. There are currently nine children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder is open all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family 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 richness of the environment and younger children's exploration as they initiate their own play, for example, by reviewing the organisation of resources, to ensure there is a greater choice and selection available to them
- increase children's motivation and extend their creative and critical thinking further, for example, by clarifying children's ideas and asking more open-ended questions as they play.

Inspection judgements

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

The childminder has good observation and assessment arrangements, which both her and her assistant contribute to, in order to support children's learning and development. Children's starting points for learning are established once they have settled and parents are encouraged to share what they know about their children, in order to contribute to this. Regular development summaries are completed from observations and these inform a tracking document. Consequently, children's learning is closely monitored and gaps in their learning are highlighted, as are any emerging needs that may require early intervention. Planning and organising of learning activities is good and ensures a broad and balanced curriculum across the seven areas of learning. However, the childminder does not always take precise account of the organisation of resources, in order to help younger children to consistently excel in their learning by being able to make independent selections from a wider range. As part of the planned activities, children take part in a variety of interesting outings. These provide them with first-hand experiences to learn about nature, their own community and the wider world. For example, children visit the pet shop and buy things from the garden centre. Children then help to plant these in the garden and monitor their

growth, which additionally supports their early mathematical awareness. Children's records of learning give a useful insight to parents into their child's unique learning journey. These show that children are reaching expected levels of development and are making good progress. They are formally shared during monthly meetings in order for the childminder and parents to discuss and support children's next steps for learning together. Furthermore, parents are encouraged to share their own observations, including new achievements, emerging interests and home events. Consequently, children are helped to make the best possible progress because of a shared and consistent approach.

The childminder and her assistant carefully balance their interaction with children, allowing them to lead their own play. This provides children with the opportunity to explore, make discoveries and develop a positive approach to learning. Consequently, children are acquiring the skills that prepare them for their next stages in learning as they move to nursery and then school. For example, children who are more able develop their own imagination as they play with role-play toys. They introduce a basic narrative to what they are doing, such as feeding the baby some jelly or taking it for a walk. Younger children enjoy creating sounds with musical instruments and the childminder and her assistant enhance the activity by enthusiastically singing songs. This includes those that teach children the early stage of mathematics, such as Five little speckled frogs. Children enjoy looking at books and developing their early reading skills. This experience is enhanced by a designated cosy reading area and an annotated photograph inviting children to share a story. Children enjoy sitting with the childminder and her assistant, who read these in an engaging way. They encourage child-participation by encouraging them to recall what happens next. Younger children particularly enjoy puppet books; they giggle as the childminder tickles them with the crocodile.

All age groups are learning to recognise basic words, such as their name by helping to create name cards for self-registration using their own handprints. Even the youngest children have their name printed alongside their picture to support their early literacy skills. Children thoroughly enjoy the vegetable printing arts and craft activity, and show good levels of interest and concentration as they take part in the sociable group activity. They explore, express and develop their own ideas as they create different marks. They have opportunities to practise their small physical skills as they dip their brush into the paint pot then dab this onto the end of the carrots and potatoes. The childminder's assistant is very lively in her approach as she uses the activity to help children, who are more able, to recall and reflect on their learning. For example, she relates the colours on their paper to the different leaves seen on a recent nature walk. She supports their creative and critical thinking skills as she asks, 'Can you remember why the leaves were changing colours?' The childminder engages in conversations with the children to support their communication and language. For example, she talks to them about what they are doing and encourages younger children's use of new words. However, she does not fully extend more able children's learning and vocabulary by using more purposeful and skilful questioning.

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

Close partnership working with parents contributes to the effective settling-in arrangements, which ensures that children feel safe and comfortable in a new environment. As part of this, there is a well-organised key-person system, reflected in a photograph display in the entrance. Furthermore, as part of the introductory visits parents are asked to complete a document detailing more personal information about their children's uniqueness. This enables adults to provide consistent and individually tailored care and helps children to develop secure emotional attachments with them. All children, including those who are very new, demonstrate they feel confident, safe and secure. For example, they readily approach the childminder and her assistant to sit on their knee or to engage them in their play. Children's continued sense of security is fostered well as they are prepared for their move to a new setting, such as nursery or school. For example, children are taken on visits to pre-school or school and development information is shared. This good communication with other providers continues as children move between settings, fostering their self-esteem and confidence.

Children develop a strong sense of belonging and feel valued because of the welcoming environment. For example, their artwork is displayed along with photographs of each of them on a balloon birthday chart. Furthermore, children have their own name card, enabling them to self-register on arrival. Children are supported in developing independence. For instance, they readily choose what they want to play with from a variety of child-accessible toys. However, the organisation of resources is not as successful in providing younger children with greater choice and selection, in order to maximise their learning. Toddlers demonstrate they want to do things independently and readily indicate their needs through simple words and gestures, for example, as they point to things. Given their age and stage of development, children behave well. This is because appropriate boundaries are established and there are positive reinforcements from adults. For example, the childminder and her assistant show their appreciation of children's arts and craft creations through their enthusiastic praise and encouragement. They both have a calm nature and model social skills, such as using good manners and being respectful and kind, thus, reinforcing children's understanding. Outings to toddler groups enable children to develop their social skills further by mixing with larger groups of children in a different environment. This helps to prepare them for their next stages in learning as they start nursery.

The childminder encourages children to make positive choices about what they eat from an early age by providing healthy light meals and snacks, such as fruit or sandwiches. Children wash their hands before eating, learning about good hygiene practices that contribute to a healthy lifestyle. They are also supported in developing independence and managing their self-care skills in the bathroom by using a footstep to reach the basin. Children have good access to outdoor play where they benefit from lots of fresh air and exercise. Parents are reminded that children play out in all weathers and are encouraged to provide suitable clothing to allow for this. Visits to the park helps children to learn about age-appropriate risks and how to manage these as they develop confidence in using more challenging equipment. Children learn about other aspects of keeping themselves safe through a trip to the fire station and a visit from the police. Photographs of such events

are displayed in the entrance, helping children to recall and reflect on their experiences.

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

The childminder has a good understanding of her responsibility to ensure that her practice meets the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. The provision is strengthened by the childminder's assistant's secure knowledge, skills and experience, which results in her making a valuable contribution to the childminding practice. The childminder can identify possible signs of abuse or neglect and has clear guidance on referring such concerns, in order to promote children's welfare. Children are protected further by the childminder ensuring that any members of the household reaching the age of 16 are deemed suitable by Ofsted. Due to good induction arrangements, the childminder's assistant is also aware of her own roles and responsibilities in safeguarding children. Children's safety is well considered through robust risk assessments being carried out. For example, the garden and home are effectively secured, hazardous substances and sharp implements are kept out of reach, and a safety gate prevents young children's access to the stairs. Other good practices promote children's welfare further, for example, children wear fluorescent tabards on outings and younger children are secured in a booster seat when eating or taking part in an arts and craft activity.

The effective organisation of the childminding practice is enhanced through the childminder's use of community resources and successful deployment of her assistant. For example, they provide children with extra levels of support and attention. The childminder demonstrates a strong commitment to the continual improvement of children's achievements. She continually reviews her provision, closely involving her assistant who actively shares her views, contributes ideas to planning and evaluates activities, through regular meetings. These are also used as a forum for the childminder to offer feedback to her assistant from the informal observations she undertakes of her practice. The childminder has made good progress since the last inspection. She has addressed all recommendations and introduced new initiatives, such as setting up a mud kitchen in the garden. Improvements have clearly had a positive impact on children's care and learning. The childminder and her assistant complete mandatory training, such as first aid. In addition to this, the childminder identifies training relevant to both her and her assistant, such as training about assessments for two-year-old children. The childminder informally identifies plans for the future to continue to enhance her provision. For example, the garage is currently being converted into a designated playroom. The childminder's aim for this is to improve free access between indoors and outdoors for children and provide greater play space.

The childminder establishes positive relationships with parents, in order to promote a shared and consistent approach to children's care and learning. They are well informed about the childminding service when their children enrol and after the settling-in period. For example, information is displayed in the entrance and a monthly newsletter includes

information about topics and any new initiatives or changes. Friendly face-to-face exchanges take place and a daily diary is offered as an additional tool to promote two-way communication. Parents' views are valued and encouraged, for instance, through questionnaires, which reflect complimentary views. Effective links are established with providers where children attend other settings. For example, the childminder complements pre-school topics, shares observations and assessments and works closely to support children's next steps for learning. Consequently, the childminder gains a full picture of all of a child's achievements, in order to complement their learning fully and from balancing children's experiences with those in other settings.

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	302115
Local authority	Bradford
Inspection number	876671
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	23/07/2010
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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