

Inspection date	21/11/2014
Previous inspection date	30/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 ensures that the provision stimulates the children's interests and challenges their learning. Opportunities for learning are created in all aspects of the setting.
- Children are happy, relaxed and secure and they develop very positive relationships with the childminder, who is attentive and shows that she knows them and their families well.
- Positive relationships with parents build up through effective discussions about children's care and development. This helps to promote continuity of care for children.
- The childminder has a secure understanding of safeguarding procedures, which helps to protect the children in her care.

It is not yet outstanding because

- Systems to support parents in guiding their children's learning at home are not consistently successful.

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 made observations of the children while they were engaged in activities indoors and in the outdoor area.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector took account of the views of parents by looking at letters left by them at the setting.
- The inspector checked evidence of suitability of the childminder and all persons living on the premises.

Inspector

Sian Campbell

Full report

Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in the Moorhead area of Shipley, West Yorkshire. Two of her adult children's young children also live at the property for half of the week. The whole ground floor of the house and an upstairs bathroom are used for childminding. There is a fully enclosed garden area for outdoor play. The family has a pet rabbit. The childminder attends a toddler group and activities at the local children's centre. She collects children from the local schools. There are currently eight children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She receives funding for the provision of free early education for two-, three- and four-year-olds. The childminder 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:

- build on the existing system of communication with parents to support them more consistently in guiding their children's learning at home.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements. Children make good progress because the childminder takes great care to learn about the children who attend her setting. She gains information from parents on entry, as well as making regular observations and getting to know children's likes and dislikes. As a consequence, children's needs are met effectively and promptly in the setting. The childminder completes a monthly learning summary that is shared with parents. She records information about significant achievements the children have made as well as information on the activities they have been involved in. However, the system for sharing planning information and ideas for activities with parents is not fully established. As a result, the childminder does not consistently support all parents in guiding their children's learning at home.

The childminder ensures that the children receive a balanced and broad range of activities that present challenges for them. For example, she plans an activity inside for children to practise their creative and small physical skills as they roll out and cut shapes in play dough. The childminder supports the interests of the children. She adds baking trays and implements to enable children to further engage in pretend play. Children are motivated

as they explore the dough and demonstrate their engagement in the activity for a sustained period of time. Effective communication and close interaction from the childminder during activities support children's language development successfully. The childminder asks questions, maintains good eye contact with the children and uses repetition to aid their understanding during activities. The layout of the home is stimulating to engage children in learning. For example, children's early literacy skills are effectively supported because the home has a wide selection of books for them to choose for themselves. The childminder creates cosy spaces for children to sit and enjoy books. The range of activities and experiences is broad enough to allow children to make progress in all areas of learning and acquire the skills and knowledge required for future learning. Children have many opportunities to develop their physical skills. For example, they go for walks to and from school and nursery

The childminder makes regular observations of the children as they engage in child-initiated play. She skilfully uses these observations to plan children's next steps in learning across the seven areas. The childminder incorporates opportunities for children to develop independence and practise skills, such as putting coats on. This supports children's all-round skills and their readiness for school. The childminder has a clear understanding of the purpose of and how to implement the progress check for children aged between two and three years. This enables her to demonstrate to the parents how the children are developing in the prime areas of learning when they reach the appropriate age.

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

The childminder has formed warm, caring relationships with the children and they are happy, settled and relaxed in her care. This is a result of good introductory visits planned to support transitions from home to the childminder's care. Children's emotional well-being is evident as they enjoy being close to her during activities. During all activities, she talks to children cheerfully and consistently. She adds to the resources upon their request and plays alongside children. She demonstrates positive regard for the children and listens as they sing favourite songs. In addition, she consistently praises them frequently during the day. Positive behaviour is reinforced and encouraged. This helps children to learn about the boundaries set and to manage their own behaviour well. The resources are in good condition and are appropriate for the ages and stages of development of the children. They are organised effectively in labelled boxes for children to access easily and also to help them when tidying up.

The childminder forms strong bonds with the children in her care, supporting them to develop their learning. This prepares children for their transitions from the setting to nursery and school when the appropriate time comes. She is sensitive to the needs of the children and their parents. Parents comment about how they feel the childminder creates a home-from-home environment. They value the information they receive about their child's achievements and emotional well-being. Parents feel reassured by the regular verbal communication with the childminder at the beginning and end of the day.

Healthy lifestyles are successfully promoted because the childminder ensures that the children take part in regular, outdoor activities that promote exercise, such as playing in

the garden and exploring the local area on different outings. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices. A balanced menu is provided, in consultation with parents. The childminder encourages children to wash their hands and she talks to them about why keeping their hands clean is important. Children are cared for in a home that is hygienically maintained and is risk assessed excellently. This ensures that the children can safely explore the environment and resources. They learn about risks and how to manage them. For example, the childminder teaches them to help tidy up and she involves children in practising emergency evacuations, to support their understanding of safe practices.

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

The childminder has a secure understanding of her responsibilities for meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues and keeps her practice up to date with regular training. This ensures that she can effectively protect children from harm. Written risk assessments for her home and outings, along with daily checks and constant supervision of children, ensure that risks to children in her care are minimised. Documentation is organised well, regularly reviewed and used effectively by the childminder to safeguard children and support their welfare. The childminder demonstrates a good knowledge of the importance of ensuring persons who have contact with the children have appropriate background checks to ascertain their suitability.

The childminder demonstrates a positive approach to self-evaluation. She works closely with the early years adviser to effectively monitor and evaluate her own practice. As a result, she has a good understanding of the areas in need of improvement. In addition, she has addressed the actions and recommendations raised at her last inspection, resulting in improved observation and assessment practices. The childminder is committed to attending regular training to improve her practice. This demonstrates a positive attitude towards continuous improvement. The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She receives updates from the local authority advisers. Clear tracking documentation is in place, which enables the childminder to establish children's starting points. She also systematically monitors the progress children make over time. This ensures she has an accurate understanding of all children's skills and abilities.

Overall, partnerships with parents are good. The childminder provides them with detailed information about the way her setting is run. She ensures flexible arrangements are in place to support information sharing between home, her setting and any other provision the children attend. However, these arrangements are not fully successful in ensuring that parents have the full support they need to guide their children's learning at home. She demonstrates a positive attitude towards working with other childminders and shares information with them at the local sessions that she attends. Partnerships with the advisory team are very good. The childminder has developed good links with other early years provisions, such as the pre-school and school. She has a good understanding of the importance of liaising with these provisions to support children's care and learning.

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	302326
Local authority	Bradford
Inspection number	871696
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	30/03/2011
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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