

Inspection date	03/10/2014
Previous inspection date	07/01/2010

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 and activities stimulate 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 are established through effective daily discussions about children's care and development. This helps to promote continuity of care for children and promote their well-being and sense of security.
- The childminder has a secure understanding of safeguarding procedures, which helps to protect the children in her care.

It is not yet outstanding because

- Opportunities for communication with parents in order to support learning and development at home have not yet been optimised.

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 the children while they were engaged in activities.
- The inspector looked at children's assessment folders and a selection of policies, procedures, children's records and discussed the childminder's self-evaluation.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector checked evidence of the 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 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in the Baildon area of Bradford, West Yorkshire. The whole of the ground floor of the childminder's home and the upstairs toilet is used for childminding. The family has two cats, and two dogs as pets. The childminder attends toddler groups on a weekly basis and runs a childminder group on Thursdays at the local community centre. She collects children from the local schools. There are currently 5 children on roll, all of whom are in the early years age and they attend for a variety of session. The childminding provision operates all year round from 7.30am to 5.30pm, except bank holidays and family holidays. She is part of the local authority quality assurance scheme and receives their support.

What the setting needs to do to improve further

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

- strengthen further the communication links with parents, for example, by encouraging and enabling them to support children's learning at home to enhance continuity.

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 verbal 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 communicates daily with parents. She shares information about the care children have received as well as a summary of the activities they have taken part in. However, the system for sharing planning information with parents is not fully established. As a result, the childminder does not always provide the optimum support to parents to further their child's learning and development 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 a baking activity for children to practise counting and measuring ingredients. The childminder skilfully supports the children to mix ingredients together and use a range of utensils during the baking activity. Children are motivated as they count out cups of flour, and sugar. 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 children's understanding during activities. The layout of the home is stimulating to engage children's learning. For example, children's early literacy skills are effectively supported because the home has a wide selection of books for the children to select. Younger children are provided with age appropriate books in storage tubs that can easily be accessed. The range of activities and experiences are broad and children make consistently good 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. They go for walks and use equipment, such as, bikes and ride-on toys in the childminder's garden area.

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 practice skills such tidying away. This supports children's all-round skills and their readiness for school effectively. 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 and organise any interventions that may be needed to support children and close any gaps in their learning at an early stage.

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. During all activities, she talks to children cheerfully and consistently. She adds to the resources upon their request and plays alongside them. As a result, children are emotionally secure. Positive behaviour is reinforced and encouraged. This helps children to learn about the boundaries set and to manage their own behaviour well.

The childminder forms strong bonds with the children in her care. She is sensitive to the needs of the children and their parents. Parents comment about how they feel the childminder creates a welcoming environment. They value the information they receive about their child's achievements and emotional wellbeing. Parents feel reassured by the regular verbal communication with the childminder at the beginning and end of the day. This enables the childminder and parents to work closely together and meet the developing needs of children through a consistent and shared approach.

Healthy lifestyles are successfully promoted because the childminder ensures that the children receive regular outdoor activities that promote exercise, such as, going to parks, 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 for meals is implemented and shared with parents, which enables parents to comment and add suggestions. Specific dietary needs are addressed through discussion. The childminder is proactive and enthusiastic in all her interactions, which includes talking to children about the importance of trying healthy foods. This helps children learn how to make independent healthy choices. The childminder encourages them to wash their hands and she talks to

them about why keeping their hands clean is important. Consequently, the children learn about healthy lifestyles and hygiene. Children are cared for in a home which 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.

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 effectively protects 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 is used effectively by the childminder to safeguard children and support their welfare. The childminder demonstrates a good knowledge of the importance of ensuring all required persons have appropriate background checks to ensure their suitability to be with children.

The childminder demonstrates a positive approach to self-evaluation. She has successfully met the action and recommendation that were raised at the last inspection. This ensures children's safety because the garden is secure and also enriches the opportunities they have to enjoy books as these are easily accessible. 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 her areas for improvement. In addition, she has addressed the actions and recommendations raised at her last inspection, resulting in improved risk assessment processes. 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 and attends training that support her planning, assessment and observations of children's learning. 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.

Partnerships with parents are good. Parents regularly provide feedback on aspects of their children's care in questionnaires that the childminder sends to them. 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. She demonstrates a positive attitude towards working with other childminders in order to plan activities at the local toddler groups. Partnerships with the advisory team are good. The childminder also has good links with other early years provisions, such as, 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	302409
Local authority	Bradford
Inspection number	871698
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	07/01/2010
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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