

Inspection date

25/09/2014

Previous inspection date

06/04/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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

- The childminder has a robust knowledge of how children learn and develop, and the quality of teaching is outstanding. The childminder plans rich, varied and imaginative experiences based on children's interests. Consequently, children are highly motivated, eager to learn and are extremely well prepared for the next stage in their learning.
- Partnerships with parents are exemplary and the childminder has very high expectations of what children can accomplish. Activities offer challenge and ignite children's imagination and motivation to learn and achieve. As a result, children make very rapid progress.
- Children are extremely happy and emotionally secure in their environment. They have excellent bonds with the childminder. Therefore, they confidently move around and freely access an exciting range of resources, both indoors and outdoors. This enables children to initiate their own learning, make decisions and become active learners.
- The childminder has a targeted and astute programme of self-evaluation and professional development. She always focuses on the impact for children, which means that they are central to everything she does.
- Children's well-being and safety are paramount to the childminder. Consequently, she has robust procedures in place to safeguard children and effectively supports their growing understanding of how to keep themselves safe and healthy.

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 childminder's lounge and dining kitchen and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
The inspector looked at a range of documents, including the childminder's self-evaluation form, children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of the childminder's suitability and that of adults living in the household, and her qualifications and training certificates.
- The inspector shared ongoing discussion with the childminder and interacted with children throughout the inspection.
- The inspector read accounts from parents to take their views into consideration.

Inspector

Julie Jones

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and one adult child in the Bingley area of Bradford. Her husband acts as an occasional assistant, although he does not have sole charge of the children. The whole of the ground floor and the bathroom are used for childminding. There is an enclosed garden to the front of the home that is used for outdoor play. The family has a pet dog. The childminder has an allotment close by, which children access regularly. She collects children from the local school, regularly takes them on trips and visits local parks and events held at the local school and children's centre. There are currently 24 children on roll, four of whom are in the early years age group. The childminder operates Monday to Friday 7am to 6pm all year round, except for Bank Holidays and family holidays. She provides funded early education for two- three- and four-year-olds. The childminder is a member of the Professional Association for Childcare and Early Years and she holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's already excellent opportunities to explore natural resources outdoors by developing areas for them to explore living creatures, such as bugs and insects.

Inspection judgements

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

The quality of teaching is outstanding because the childminder has an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. She is dedicated and enthusiastic in her work and is highly skilled at fostering a love of learning and providing children with opportunities to achieve the best they can from their starting points. There is an exceptionally sharp focus on helping children to acquire communication and language skills and on supporting children's physical, personal, social and emotional development. Children are provided with a wide range of activities and experiences indoors and outdoors to capture their interests and extend their skills. The environment is very well presented to encourage children's independence. Resources are easily accessible for all children, so that they are able to initiate their own learning. The children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, they use trowels to dig in the garden, independently fill up the water tray with the hose pipe and make cakes in the mud kitchen. As a result, children consistently demonstrate high levels of involvement and make very rapid progress in all areas of their learning.

The childminder expertly enhances activities which complement children's spontaneous interests. For instance, the children are playing in a den that they have made under a table and they begin to talk about an imaginary spider. The childminder uses this opportunity to extend children's communication and mathematical skills. She gathers spiders from the small world area and joins in the children's play. The childminder encourages the children to count the legs and compare the size of the spiders. The children eagerly join in counting and talking about size and number. As they begin to sing songs, the childminder follows their interests and joins in. She gently encourages the younger children to anticipate what comes next. This approach to shared and sustained thinking ensures all children are highly motivated and maintain high levels of concentration. As a result, they consistently demonstrate the characteristics of effective learning and are developing excellent skills to support the next stage of their learning.

The childminder has implemented a robust system to observe, monitor and track children's learning, and this is highly effective and accurate. Consequently, she has a clear understanding of children's individual needs and interests. The childminder undertakes regular precise assessments of all children, including the written progress check for children between the ages of two and three years. Children's next steps in their learning are shared with parents. These are based on children's individual interests and provide a broad and balanced range of activities and experiences to specifically match their learning needs. In addition, the childminder loans out books and some resources to families, to further support children's learning and development at home. Parents comment that their children have made very rapid progress since attending the setting and they are kept very well informed.

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

The childminder is warm, affectionate and highly skilled at sensitively supporting the well-being of children. Children feel extremely secure and comfortable in the setting. This is because the childminder implements an excellent individualised settling-in procedure and she uses this time to effectively find out about children's individual needs, likes and dislikes. The childminder uses this information to plan activities and underpin future learning. The children have a special box to place small personal items from home and store photographs of their family and friends. The children share their photographs with the childminder, and the inspector, and they chat enthusiastically about their family and people who are special to them. The childminder demonstrates a thorough knowledge of their family members. This helps children to feel at home and provides them with an excellent base for their future learning. As a result, all children form excellent secure bonds, have high levels of confidence and self-esteem, and their well-being is given the highest priority.

The indoor and outdoor environments are rich, varied, stimulating and well resourced. Children move confidently and freely throughout the setting and access a variety of stimulating resources. Children are exceptionally well prepared emotionally for the next stage in their learning because the childminder provides good support to prepare them for their transitions, both to and from other settings and school. The childminder acts as an

excellent role model and uses highly effective praise and encouragement to help children understand about acceptable behaviour. As a result, children play cooperatively and are developing a very good attitude to learning. The childminder has an excellent knowledge of behaviour management, and consequently, children's behaviour is outstanding. On the very rare occasions when children's good behaviour momentarily lapses, she gets down to their level and very gently and calmly sets out her expectations. As a result, the focus is on a positive atmosphere where the children are learning excellent social skills based on mutual respect and trust.

Children's safety and well-being are central to everything the childminder does. Children carefully follow superb hygiene routines and they are gently reminded of the importance of washing their hands before lunch and snack time and after playing in the mud outside. The childminder ensures that any medical or dietary needs are known and managed and all accidents are recorded. She holds an appropriate paediatric first-aid qualification, which means that she is able to respond quickly and appropriately to any minor accidents or incidents. The children have regular access to a wide variety of stimulating resources in the outdoor environment. This enables them to develop excellent physical skills and contributes to a healthy lifestyle. The childminder skilfully observes children's play and gently reminds them of any dangers. Consequently, children confidently assess risk and learn to keep themselves safe. The childminder provides home-cooked, healthy and nutritionally balanced meals and snacks. Children's understanding of healthy diets is further enhanced as they grow their own vegetables in the greenhouse and on the childminder's allotment. The children excitedly talk about how they planted peas over the summer. They enthusiastically recall how they took the peas from the pod and ate them for lunch. This encourages children to try new food and contributes to the excellent opportunities to enjoy healthy and nutritious meals and snacks.

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

Safeguarding procedures are outstanding. The childminder prioritises children's safety and has a thorough awareness of safeguarding issues. She is fully aware of the procedures to follow and who to contact in the event of any concerns about a child in her care. The childminder regularly undertakes safeguarding training and follows appropriate procedures to protect children at all times. She has a wide range of policies and procedures which successfully underpin daily practice. For example, she has a rigorous risk assessment in place for outings, which assists her in safeguarding against any risks to children. Furthermore, the childminder uses robust risk assessments for all areas of the home; this ensures children's safety remains paramount. The childminder fully understands the importance of ensuring all adults working with the children or living on the premises are vetted, and this contributes to children's welfare. All visitors to the home are required to sign in the relevant record book and show appropriate identification; this contributes to children's ongoing safety.

The childminder is highly committed and passionate about her setting, and she has continued over many years to strive for excellence. She effectively uses self-evaluation to rigorously identify the strengths and weaknesses of her setting and incorporates the views

of the children and parents. She also monitors the practice of her assistant, on the rare occasions when this arrangement is used, to ensure consistency. Focused plans are in place to secure continuous improvement. For example, the childminder talks excitedly about adding an area of investigation to the garden to allow the children the opportunity to investigate living creatures, such as bugs and insects. She is committed to ongoing personal and professional development and has an astute and targeted programme of training which aids her continual improvement. As a result, training is focused on meeting the needs of the children. The childminder has robust procedures in place to monitor children's learning closely. She knows the children extremely well and is able to provide an exciting educational programme that enthuses and motivates children. The childminder's precise and rigorous assessments enable her to identify children's needs and levels of ability quickly. Furthermore, she has very high expectations of all children and works closely with parents to secure children's very good learning. As a result, children are developing a positive disposition to learning.

Relationships with parents are exemplary and contribute to the overall excellent learning and development of all children. Parents contribute extensively to the initial assessment of their children throughout the gradual transition into the setting. The childminder uses a variety of highly effective communication methods to ensure that all parents are kept fully informed of their children's ongoing progress. She actively seeks regular parental comments and uses these to evaluate her practice. The childminder uses a 'wow' board for parents to share children's interests and achievements at home. This enables her to plan activities to meet children's individual needs and interests. As a result, all parents are actively involved in every stage of their child's learning. This effectively promotes consistency for children and contributes to their very good progress. The childminder monitors the educational programmes to ensure that they are broad and balanced and reflect individual children's specific learning needs. Feedback from parents on the childminder's questionnaires is consistent and extremely complimentary. It describes the excellent progress children are making at the setting and the very good relationships that families have with the childminder. Many families have used the childminder's service for several years.

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	302492
Local authority	Bradford
Inspection number	871701
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	24
Name of provider	
Date of previous inspection	06/04/2009
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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