

Inspection date	17/10/2013
Previous inspection date	10/11/2008

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

- The childminder gives high priority to promoting children's communication and language development. The childminder speaks slowly and clearly, sensitively repeating words. This helps children to develop listening skills and clear speech.
- Children are settled and show very good levels of confidence in the childminder's care, as he gives a high priority to ensuring that he understands their individual welfare needs and works in very close partnership with their parents and other providers the children attend.
- The childminder has a positive approach to professional development and demonstrates a strong capacity to improve. Consequently, his knowledge and understanding of the Early Years Foundation Stage requirements is strengthened.
- Children benefit from a wide range of interesting and stimulating activities that ignite their creativity, imagination and enjoyment. As a result, they make good progress in their learning and development and are very well prepared for their next stage in learning.

It is not yet outstanding because

- Opportunities to further promote children's very good physical development skills, by providing a wider range of large play equipment that can be used in different ways, have not been fully embraced.

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 was shown around the areas used for childminding, both indoors and outside.
- The inspector observed children playing with the very good selection of resources and taking part in a variety of activities, and completed a joint observation with the childminder.
- The inspector looked at children's individual learning records.
- The inspector talked with the childminder throughout the inspection and looked at a selection of documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and daughter, who are also registered childminders, and his grandchild aged five years in Eldwick on the outskirts of Bingley. The whole of the ground floor, two bedrooms upstairs and the front and rear garden are used for childminding. The family has two dogs.

The childminder attends a toddler group and activities at the local children's centre. He visits the shops and park on a regular basis and collects children from the local schools, nurseries and pre-schools.

There are currently 22 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 6.30am until 6pm, Monday to Friday, all year round, except for family holidays and Bank Holidays. He is a member of the Professional Association for Childcare and Early Years. He supports children with special educational needs and/or disabilities.

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 physical skills by, for example, providing large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes and pipes.

Inspection judgements

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

The childminder uses his very good knowledge of the Statutory framework for the Early Years Foundation Stage to plan effectively across all of the areas of learning. This ensures that children are actively engaged in a broad range of activities that support all aspects of their learning and development very well. The childminder has a secure understanding and knowledge of the children he cares for, including those with special educational needs and/or disabilities. Starting points are clearly identified in consultation with parents on entry to the setting. The childminder makes very good use of observation and assessment information to monitor what children already know and can do, and to set future challenges for their next stage of learning. As a result, all children make good progress towards the early learning goals, and any developmental gaps are addressed and attended to effectively. This also ensures that children are well stimulated and challenged. For

example, children are very excited as they hold the doll that uses a walking frame, and together with the childminder they talk about the doll's needs. He gives clear explanations about how and why she has the frame and then slowly introduces the toy dog that he says helps people and children who cannot see very well. Children then copy how the dog is used and also the white stick. Children very quickly ask lots of questions, such as 'how does the dog know where to go?', to which the childminder responds with 'they have lots of lessons to teach them'. Children then use their imagination, pretend that they cannot see and wave the stick to help them move around the home, and then help the doll to walk with her frame. This also helps to promote children's understanding of others' needs.

Teaching is good as the childminder engages children in good quality conversation. He asks open-ended questions and promotes their thinking. Consequently, their vocabulary and language skills are being developed effectively. Children delight in talking during their play. For example, the children are keen to listen to the story, along with the other childminders, about a monster. The childminder listens to children as they explain how they have this book at home. He gives them good opportunities to explain about the story themselves and encourages all of the children to listen. This also promotes and builds on children's communication and listening skills, along with building their self-esteem and confidence.

The childminder provides a good balance of child-initiated and adult-led play. Children have free access to a very good range of resources to support their learning in all areas through self-chosen play within the childminder's home and in the garden. They are very keen to go outside and play with the wide selection of musical instruments available to them. Children pick up the cymbals and bang them together. The childminder asks them to make a loud noise and then a soft one; children respond well and get lots of praise from the childminder. He then shows them the large dustbin lid and together they bang it with the sticks, laughing as they make different noises. This helps children's development in music and movement as they dance around to the music they are making. Children's writing and drawing skills are promoted well, both inside and outside the home. For example, children draw outside on the easel and they show the childminder the letter 'c'. They then draw straight lines on the floor, expressing 'this is a road', and add an arrow, saying that 'the arrow is showing which way to go'. This helps to develop children's recognition of letters and also mathematical concepts, such as knowing what a straight line is. Although the childminder's garden supports many areas of learning well, there is scope to further enhance this, for example, by encouraging children to enhance their physical skills by providing a wider range of portable equipment they can use to create their own structures, such as milk crates, tyres and large cardboard tubes.

Activities and regular outings help to promote children's social skills and make relationships with other adults and children. The childminder further supports their understanding of the world by providing opportunities for them to learn about their own community and culture and about those of others in the wider world. Children are supported to develop their school readiness. This is because the childminder encourages children to become independent and learn skills for the future, such as dressing themselves and using the bathroom without support.

Parents receive timely and highly informative suggestions about how best to support their child's learning at home. In addition, they are asked to add comments about their child's learning at home to their learning records. This enables them to fully engage in their child's learning and take pride in their achievements. As a result, the childminder and parents work very closely together to plan future activities to accurately reflect children's needs and interests. The childminder has built very strong and highly effective relationships with other early years professionals, promoting excellent continuity in children's shared learning experiences. The childminder implements the progress check at age two and works in conjunction with his co-childminders when completing these, ensuring that the prime areas are completed and children's progress is identified. He also ensures that parents and other professionals are included in the completing of these to promote continuity of care for children.

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

Children's all-round health is fully promoted in the setting. They benefit from the good provision of healthy and nutritious meals and snacks, which are planned effectively according to the children's dietary needs. Children also enjoy extensive opportunities for fresh air and exercise. For example, they take regular walks to and from schools, play at the local parks and in the well-resourced garden, and go on trips to farms and to the seaside. All of this helps to promote children's awareness of a healthy lifestyle.

The childminder, along with his co-minders, promotes children's understanding of very good hygiene practices. For example, they are encouraged to wash their hands, using disposable towels to dry them, and learn how to brush their teeth after meal times. The childminder displays posters around the home to further promote the importance of washing hands and also wiping noses and disposing of tissues in the bin. The childminder follows and implements a good nappy changing procedure using disposable gloves. Children all have their own easily identifiable drinking cups to hand. All of these good procedures help children to understand about the importance of staying healthy, and also prevent cross-infection.

Children's safety is given high priority. For example, children practise fire drills and on the way to school the childminder talks about looking and listening for cars and the wearing of high-visibility jackets. When in the home, the childminder gives clear explanations to children about how to keep safe. For example, children are told about the importance of tidying toys away before getting any more out, in order to prevent accidents. This helps to develop children's awareness of safety and promotes a safe environment.

The children's behaviour is very good. The childminder sets clear boundaries and encourages children to share and take turns. Children respond very well to gentle reminders of how to be polite, share and use good manners. For example, at meal times children say 'please' and 'thank you'. The childminder is a very positive role model for children. He implements a very positive behaviour policy, which is regularly updated with his co-childminders, and he always ensures that parents are fully aware of their behaviour strategies in place and work together. The childminder consistently praises and encourages the children, building on their self-esteem in a child-orientated, well-resourced

and fun environment.

The childminder has good transition procedures in place when children first arrive. Along with his co-childminders, he ensures that settling-in times are flexible and meet the needs of all children. This helps children to settle well and bond well with their key person and the other childminders within the home. There is a key person system in place for all children where they and their parents are introduced to their key person, along with the other childminders in the home, to ensure good continuity of care.

The childminder fosters children's sense of community and responsibility as they go out regularly into the local community, for example, to collect older children from schools. This sense of familiarity and the links the childminder promotes with other practitioners support children's ongoing learning. This good combination provides support that builds children's self-esteem, helps them develop key skills for moving on to school, and supports them in times of transition.

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

Children are safeguarded and their welfare is protected. The childminder is fully aware of his responsibility with regard to child protection, and understands that the welfare of children is paramount at all times. A safeguarding policy is in place and the childminder knows when and how to report concerns to the appropriate agencies. The childminder understands about informing Ofsted of any changes to household family members. The property is safe and secure, and the childminder ensures that any hazards are identified in and out of the home and that action is taken to reduce the risk of accidental injury. Strong daily and annual risk assessments are carried out and reviewed by the childminder and his co-minders to ensure a safe environment.

Relationships with parents are very good. Through effective communication and information sharing, parents and the childminder work very well together to plan continuity for children's care and learning. In addition, through providing detailed information about how children's learning is delivered in the setting, parents fully understand how the childminder supports and promotes their child's learning. This effective communication contributes to meeting children's individual needs. Comments from parents are positive about the care children receive, and they say 'I am extremely happy with the routines and activities provided by the childminder'. The childminder offers parents daily diaries, weekend books and opportunities to contribute in their individual learning records. All of this ensures good involvement for parents and recognition of children's progress and good continuity while with the childminder.

The childminder fully understands the importance of working in partnership with other settings children attend and any professionals involved in children's care, in particular the local nursery and children's centre. He has strong links with the local schools that children attend and ensures that children have a good relationship with the teachers and know them through visits to the school. Teachers also visit the home before children start. This ensures good continuity of care for children, as the childminder also completes reports and

assessments for them at this time.

The childminder demonstrates a very positive approach to improving his professional development, in order to enhance the learning, development and care of the children in his setting. He has addressed all of the actions and recommendations from his previous inspection. For example, his planning and experiences provided for all children are appropriate to the children's age and stage of development, and their progress is identified in relation to their individual early learning goals. This ensures that children progress well. The childminder completes a self-evaluation record, along with his co-childminders, and they recognise the strengths and improvements of them as individual as well as those that can benefit the children who attend. He attends regular training and network meetings to improve his own knowledge and understanding around caring for children. The childminder monitors children's progress. This means that he can check they are developing in line with the developmental milestones appropriate to their age.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	958021
Local authority	Bradford
Inspection number	937160
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	10/11/2008
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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