

Inspection date	18/06/2013
Previous inspection date	16/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure in the care of the childminder. They are building attachments and bonds which promote their well-being and independence.
- The childminder understands the importance of promoting the health and safety of the children in her care. She continually assesses and minimises risks to children, enabling them to use the downstairs areas appropriately.
- The childminder is sensitive and supportive in allowing children to make choices as they play, in order to promote their independence.

It is not yet good because

- The childminder does not make good use of observations of children's play to plan suitably challenging activities and she does not always join in effectively with children's play to extend their learning and development.
- Parents are not sufficiently encouraged to share information about their children's learning and development at home in order that the childminder can work with them to ensure that children's learning can be consolidated and extended effectively.
- Opportunities that support children in gaining a greater awareness of the wider world and promote disabilities are not fully explored.
- Self-evaluation does not currently take into account the views of parents or provide a clear view of how the childminder can inform priorities for future improvement.

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 childminder participating in activities with children in the dining room.
- The inspector looked at children's assessment records, including policies and procedures and the childminder's systems for self-evaluation.
- The inspector carried out a tour of the premises including the garden.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

The childminder was registered in 2002 and she lives with her husband and two children age 12 and 14 years in a house in Greengates, Bradford, West Yorkshire. The whole of the ground floor and the bathroom on the first floor is available to children. There is an enclosed garden for outdoor play. There is a ramp which provides wheelchair access to the property.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children, of whom two are in the early years age range. She operates Monday to Friday, all year round. The childminder takes children on outings parks, library and toddler groups.

The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching across all areas of learning in order to purposefully plan activities and engage with children to effectively extend their learning and development.

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

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- develop further opportunities and resources that support children in gaining a greater understanding of the world, with regard to communities, traditions and disabilities
- develop further self-evaluation to ensure it is more robust, in order to identify what needs to improve and to plan how this will be achieved. Use the views of parents in the self-evaluation in order to set challenging targets for improvements that will benefit children.

Inspection judgements

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

Since the last inspection, the childminder has improved her knowledge of the Early Years Foundation Stage learning and development requirements. This means she is able to provide an appropriate educational programme that helps children make satisfactory progress, and be ready for the next stage of their development.

Assessment records kept for children are still in the early stages. Observations carried out are in their infancy and show the 'next steps' in children's learning. However, the childminder is not confident in her knowledge of using this information to plan suitable activities to further develop children's learning. Hence, the simple activities planned for children do not sufficiently challenge them. The childminder provides a caring environment and gathers some information from parents. She adequately understands children's individual learning needs and provides age-appropriate activities. However, she does not use effective teaching strategies to enhance the activities and extend any learning that may arise. For example, children excitedly play with the helicopter and point to the sky saying 'copt' or 'choo choo train' when playing with the train. However, the childminder does not extend their language skills by repeating the word back so they can hear the name more clearly.

While the childminder does not formally plan activities across all areas of learning, children do enjoy a general range of play activities and experiences. Children show an interest in books and handle them correctly, as they learn to carefully turn the pages. Children's physical development is encouraged because they regularly play on the slides in the parks and have regular walks into the community. They attend local groups where they have access to resources, such as soft play equipment and large climbing equipment. These experiences help children to learn to be sociable with others, whilst developing their physical skills.

Children enjoy making marks on paper and can draw lines and circles. They also identify these in the environment and use them in creative activities helping to build their mathematical knowledge. They develop suitable skills sorting stacking toys according to size and showing pride and excitement when they achieve this. The childminder introduces colours and numbers as children play. They learn about size as they draw around objects and make comparisons, such as bigger and smaller. This develops children's early understanding of mathematics.

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

Children play confidently, exploring their surroundings with interest to become active learners. They build secure attachments with the childminder because she discusses daily routines with parents, enabling her to support children's individual care needs. Children are safe, warm and comfortable and can play, or relax according to their individual

routines. This contributes to children's emotional well-being ensuring they make a smooth transition into the childminder's care and feel secure.

Children enjoy regular contact with other children each week through attending local children's groups. This helps them to learn about the feelings and needs of others as they learn to share and take turns in their play. Children move around the family home with confidence. They are able to access a basic range of resources that appropriately support their learning needs and interests. Children learn about the community in which they live because the childminder takes them for walks to the canal to feed the ducks, to explore the local woods and visit the parks. The childminder has limited resources that raise children's awareness of diversity of the wider world. As a result, children are not learning to appreciate the differences and similarities in the lives of others.

Although children currently have lunches and snacks provided by their parents, the childminder tries to work in partnership with parents to promote healthy options, such as eating fresh fruit. This contributes to children appropriately learning about the importance of healthy lifestyles. Children feel safe in the home and the childminder talks to them about safe practices. They know not to run around inside and learn about safety when out in the community. They hold the childminder's hand when walking near roads. As a result, children learn about taking risks and are gaining an understanding about keeping safe. The childminder is consistent in the way she approaches behaviour management. As a result, children develop their self-esteem and they feel good about what they do. The childminder is a good role model and helps children to understand what acceptable behaviour is. She is calm in her approach and children behave well.

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

Since the last inspection, the childminder has received support from the local authority to help her improve her knowledge and understanding of the Early Years Foundation Stage. She has gained sufficient knowledge and understanding, through attending relevant courses, to enable children to make satisfactory progress towards the early learning goals.

The childminder has a secure understanding of her responsibility to protect children from possible harm and of the procedures to follow should she have any concerns. She takes appropriate action to minimise or remove potential hazards from children. All aspects of the environment, both indoors and outdoors, and for outings are subject to regular risk assessments. Consequently, risks to children's safety are minimised and their well-being is given priority at all times. The childminder has an appropriate knowledge of child protection issues and the correct procedures to follow should she have a concern about a child in her care. This helps her to safeguard children's well-being. All the safeguarding and welfare requirements of the Early Years Foundation Stage are met, such as keeping children's information and sharing policies and procedures with parents.

The childminder talks to parents each day to share appropriate information about the children's care and learning needs. This gives parents some opportunities to share what

they know. The childminder is beginning to provide parents with a summary report of their children's progress. They have contributed to this and commented that they are happy with their children's progress. However, processes to fully involve parents in their children's learning, and encourage them to support and share information about their child's development at home are not well-established.

There are currently no children attending other settings or requiring support from outside agencies. The childminder has an appropriate understanding of how to work with others should the need arise to promote the continuity of care and aid children's transition from one setting to the next.

The childminder's self-evaluation service is evolving and is not yet well established to enable her to evaluate all aspects of practice, to help prioritise and focus on areas for future development and continuous improvement. It does not use the views of parents to help to drive the provision forward and improve the quality of care and learning. The childminder has made some progress in addressing actions and recommendations raised during the previous inspection, but some still need developing further to appropriately promote children's ongoing learning and development.

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	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	EY231127
Local authority	Bradford
Inspection number	891466
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/10/2012
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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