

Inspection date	15/10/2012
Previous inspection date	14/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 are happy, motivated and keen to learn. They are curious and independent and have good relationships with the childminders and each other.
- The childminder promotes good practice around promoting children's health, through healthy snacks and interesting outdoor trips.
- The childminder has sound relationships with parents. They keep each other informed about the children's welfare and work together to meet their care and most aspects of their development needs.
- The childminder has sound partnerships with local schools and ensures there is some extension to the children's learning after school.

It is not yet good because

- the system for tracking all children's development does not yet show how quickly they are making progress over time.
- the limited presentation of print and labelling restricts the chance for children to try out new words and practice their language and communication skills.
- the lack of rigour of the evaluation of practice does not identify areas for future development sufficiently well.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 viewed and discussed the development records and tracking system kept by the childminder to monitor children's progress.
 - The inspector observed the interaction between the childminder and the children.
 - The inspector looked at the paperwork kept by the childminder to ensure the safe and efficient management of the setting.
- The inspector discussed the process of self-evaluation and how the childminder
- obtains the views of all the users to ensure her setting meets their needs and aspects for future improvement.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 2003. She lives with her husband, two adult children and two children aged 14 and 12 in Eccleshill, Bradford. She works with her husband who is the co-childminder. The ground floor of the property is used for childminding. There is an enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She provides care all-year round. She collects and takes children to local schools, visits parks and places of interest. She holds a level three qualification in childcare and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- ensure there are effective systems in place to ensure that any other person who is likely to have regular contact with children (including those living or working on the premises) fulfil the suitability requirements.

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

- develop opportunities for children to extend their thinking around communication and language, for example, by presentation of print and labels to resources
- develop monitoring systems so that information obtained from initial assessment is consistently used to plan for the next steps in children's learning
- develop robust self-evaluation systems to clearly identify future development and include parents and children in the process.

Inspection judgements

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

Children's learning is supported satisfactorily in all areas, through a sufficiently resourced and adequately organised environment. They learn through play at an individual pace that suits each child and the childminder understands their personal interests. Opportunities for children's development in the prime areas helps them get ready for the next steps in their learning. For example, they are confident and sociable, skilfully attending to their own personal needs within the routine, such as when putting shoes and coats on. They eagerly take responsibility for small tasks, such as tidying away the toys and they show care and concern for their younger peers. Children's language is developing satisfactorily, with the childminder and her co-childminder engaging in plenty of conversation and open questions, which encourage children to think. The childminder responds promptly to younger children's non-verbal cues, such as when they feel tired and she helps them

understand their physical needs for rest. Children learn about the outdoors through daily planned activities to local places of interest. They know where food comes from; they talk about their trips to the local shops and the type of food that makes them healthy.

Children show an interest in print and they see a variety of texts in the environment. Toy storage is labelled with some texts to help children recognise print carries meaning. However, due to the re-organisation of the outdoor play hut many labels are missing and therefore do not help children recognise and decode familiar words, such as their favourite play materials. Children enjoy joining in with familiar action songs and they move rhythmically and creatively in response to nursery rhymes such as 'twinkle, twinkle'. They enjoy using books about animals to recognise their favourites such as, rabbits and they engage in mathematical thinking through the use of books. During adult led activities, the childminder helps children develop some mathematical skills to count objects and use simple subtraction.

The childminder has a satisfactory awareness of how to assess each child's development and she has sufficient knowledge on the progress they are making within each area of learning, implementing the required progress check at age two where relevant.

The childminder encourages parents to share information about their child. Initial discussions with parents highlights children's routines and preferences, but details about their learning and development are not fully obtained. The limited information restricts accurate assessment of children's starting points upon entry to the setting. The childminder has daily conversations about children's progress so that parents feel well informed and she updates them with newsletters of her planning and the range of children's activities offered.

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

Children are content and settled in the childminders care and she works well with her co-childminder to establish a key person system and ensure plenty of opportunities for their individual attention. The childminder spends time observing and assessing children's needs and they form secure bonds and attachments with their key person. Children develop an understanding of how to keep themselves safe and how to manage risks in their environment. For example, the childminder reminds them to sit properly on their chairs when they are at the table. However, not all people who have assisted the childminder have been approved to do so and this has compromised the safety of the children in her care.

Children's understanding of a healthy lifestyle is promoted through effective care practices and through posters and pictures at their eye-level, reminding them to eat healthily, brush their teeth and wash their hands. They talk about the foods that they like and mealtimes are happy and sociable occasions.

Children are learning secure boundaries for behaviour and they develop sound awareness

of the needs of others. Simple rules are in place that children know and understand and they play cooperatively. Praise and encouragement is meaningfully given to children along with stickers on their reward charts to reinforce desirable behaviour. Children use good manners, often unprompted in their routine and the childminder is calm and caring towards the children.

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

The childminder understands her role and she knows how to recognise the signs of possible abuse to children. For example, safeguarding procedures are clear so the childminder can promptly pass on any concerns or allegations about a child's welfare to relevant agencies. She has a close working relationship with relevant social care teams. Risk assessments are carried out to ensure that the premises are secure and safe and the childminder has clear procedures so that children cannot be collected by anyone unauthorised. However, the childminder has not consistently ensured the safety and protection of children in her care because the suitability of adults who have assisted in the care of the children has not been checked. This is a breach in the safeguarding and welfare requirements.

The childminder is committed to ensuring her professional knowledge and skills are up to date so that children learn and develop through play. Self-evaluation systems help the childminder to monitor practice. However, the systems are not sufficiently robust and do not include the views of parents and children. The childminder seeks parents' views and parents express high levels of satisfaction with the standard of care. In discussions with parents, they comment very highly of the service they receive. The childminder has sound relationships with others who have responsibility for children, such as local schools. For example, she discusses activities with teachers so she is able to enhance their learning and development opportunities after school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report.
- take action as specified in the early years section of the report.

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. 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	EY256902
Local authority	Bradford

Inspection number	886363
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	14/12/2009
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 that are usually their 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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