

Inspection date	25/06/2014
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has effectively improved her behaviour management strategies. This results in children developing close attachments to the childminder and they respond confidently to her within the environment.
- The childminder works appropriately in partnerships with parents and other professionals to support children's learning and care routines.
- Good organisation of the childminding provision ensures that children are safeguarded and that all groups of children can access a varied range of resources, to support their learning indoors and outdoors.
- The childminder effectively implements the progress check for children between the ages of two and three years, ensuring children's progress with their communication, personal, social and emotional development and physical skills.

It is not yet good because

- Children do not have effective support to develop aspects of their mathematical skills. This is because the childminder, at times, misses prime opportunities to extend these skills during activities.
- The quality of teaching is variable. This results in limited opportunities at times, to help children sustain concentration and to solve problems during adult-planned activities.
- There is scope to develop the evaluation of the provision, to assist in identifying areas for development and therefore, further support children's learning.

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 sampled a range of documents, including evidence of the suitability checks for the childminder and adults in the household, children's records of learning, behaviour management procedure, records of children's attendance and other policies and procedures.
- The inspector spoke to the children present and to the childminder and co-childminder about the learning intentions of several activities observed at the inspection.
- The inspector observed play activities indoors and outdoors.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 14 and 15 years and two adult children in the Eccleshill area of Bradford, West Yorkshire. She works with her husband, who is also a childminder. The ground floor of the property is used for childminding. There is an enclosed rear garden available for outdoor play. The family has a dog as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 15 children on roll, five of whom are in the early years age group and they attend for a variety of sessions. The provision supports children, who speak English as an additional language. The childminding provision operates all year round from 6.45am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- ensure the educational programme of mathematics is effectively implemented by providing consistent opportunities to develop children's understanding of size and calculation and use more mathematical language, such as more and less
- ensure adult-planned activities effectively encourage children's active learning, such as concentration and problem solving. For example, by planning more quality time for each individual activity before moving onto another task.

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

- develop evaluation processes to identify all areas of learning that require improvement and further develop the inclusion of parents' views, to support children's progress.

Inspection judgements

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

The childminder has a suitable knowledge of how to support children's learning towards the early learning goals overall. This results in children progressing as expected overall according to their starting points. They do receive good input from the childminder to support their progress well in the prime areas of learning and there are instances when

children's progress is good in these areas since entry to the provision. The quality of teaching is variable. For example, the childminder uses consistent language during activities and routines, which includes questioning. In addition, the use of gestures, such as clapping and smiles gives reassurance for babies and supports their communication skills effectively. The childminder gives appropriate support to children, who speak another language as well as English. This is because she plans group activities to ensure that they learn to develop their English language skills as they socialise with each other. The childminder uses a few words in the children's home language to support their developing communication skills. This also values their individuality and diversity. The childminder follows children's interests well when arranging activities and the environment is laid out effectively to encourage children's strong independence skills. The resources match the seven learning areas. This enables children to learn as they play and explore. Adult-planned activities are carried out to support children's development across the areas of learning. However, in practice, the childminder does not clearly focus on each planned activity, to successfully support children's learning. For example, there is not always sufficient time given to each planned activity, to extend concentration skills and effectively develop children's understanding of problem solving strategies.

Children are learning about the world in which they live as they help care for plants by watering them. Literacy skills are planned for appropriately. For example, the childminder arranges labelling within the environment to help children learn that words have meaning. She encourages older and more able children to recognise their own name through various written text and as appropriate, children receive help to write their own name. Children's mathematical skills are supported. For example, the childminder encourages counting in activities and planning documents show mathematics is planned for reasonably. However, the childminder does not always focus clearly enough on all aspects of the activity to support mathematics. This results in clearly missed opportunities to support children's understanding of size, calculation and knowledge of mathematical language. The childminder does regularly encourage children to explore different media, such as sand and other textures and materials. Also, she helps children to learn to differentiate colours consistently.

The childminder liaises with the parents regularly and she develops appropriate relationships with them, to support children. For example, she gathers information from them when children first start at the setting, such as what they like to play with and what they know and can do. The childminder shares what she observes about the children with the parents and both parties discuss the children's current progress. For example, they discuss how they can support what the children learn at school, such as how to progress their early writing skills. This helps the childminder plan for the children's future learning. The childminder has a good knowledge of the purpose of carrying out the progress check for children between the ages of two and three years. For example, she implements this process effectively to support children in the prime areas of learning. The observations and assessments of children are used appropriately overall, to plan for children's next steps in learning across the seven areas. The childminder keeps written observations of children and uses her observations to plan for their next steps in learning, such as developing their understanding of technology. Written tracking of children's learning is not always consistently recorded, but this is not required and the childminder can explain appropriately where children are at with their development. This means that the children's

readiness for school is suitably supported. The childminder gives appropriate support overall to help children progress their physical skills. For example, she organises the outdoor area well to ensure that the children can play and explore different surfaces and climb.

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

The childminder supports children's developing independence during the day. For example, children make lots of choices about what resources they wish to explore and the resources are in good condition and accessible indoors and outdoors. Children are settled well within the provision. This is because the childminder and co-childminder operate a key person process, which ensures that they can support individual children's needs, such as their routine care needs. Children and babies develop positive relationships and attachments to the childminder. For example, the childminder does listen to children's choices and responds appropriately to their needs, such as changing nappies. The childminder demonstrates a good understanding of how to support toilet training and she works alongside parents to achieve this. She is aware of privacy and ensures, for example, that they use the bathroom without other children.

The childminder is good at supporting their confidence and well-being as they explore. This is because she uses praise and consistent talk. This supports their emotional well-being effectively. The childminder promotes the children's and babies behaviour positively because she is calm and consistent in her approach. For example, children come to the childminder frequently and they are happy to ask her questions and sit with her and their behaviour is good. They respond positively to her by smiling frequently and going about their activities and routines with enthusiasm. Any upsets, such as when children change their mind about playing in water, are calmly resolved through calm talk and appropriately following the children's wishes.

Children and babies receive good support in the development of their early skills, such as making positive relationships and independence skills. This gives children a firm foundation in preparing them for transitions to nursery and school. The childminder prepares children well for transitions through taking children to the schools when collecting others. She talks to children about changes and what happens at other provisions. The childminder also prepares them for changes through taking them to visit community groups, such as playgroups. This helps them to strengthen their current skills. Children develop a good understanding of healthy lifestyles. This is because the childminder ensures that they have regular outdoor activities. For example, they can choose to play out in a garden that is resourced well and they go on trips, such as to parks and farms. Children are developing a good understanding of the importance of eating healthy foods. For example, the childminder gives them healthy food choices and she involves them effectively in food preparation. For example, they are motivated at lunch time as the childminder and co-childminder introduce a range of healthy food options, which includes a variety of salads, vegetables and cheese for protein. All of them make up their own healthy pizza using wholemeal pitta bread as their base. Children fully enjoy themselves while developing strong independence skills as they carry out this task. Children's good health is effectively supported because the childminder encourages them

to wear sunscreen. The home indoors and outdoors is risk-assessed effectively. This ensures that children can explore the home environment safely. They learn about risks and how to manage them. For example, the childminder teaches children to tell her when they want to go inside and they know that they only go in the kitchen when supervised.

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

This is an brought forward inspection following Ofsted visiting the childminder regarding concerns raised about whether the childminder manages children's behaviour appropriately at all times. Following the visit, the childminder received several notices to improve, to ensure that effective behaviour management procedures are implemented to support children's safety and well-being. In addition, to these notices to improve, Ofsted made several additional monitoring visits to ensure that the childminder continues to meet the safeguarding and welfare requirements in relation to managing children's behaviour. The childminder responded appropriately to the notices to improve and the visits by implementing appropriate behaviour management procedures to support children. In addition, at the initial visit and not specifically linked to the initial concern, it was also found that the childminder had failed to inform Ofsted of a significant event. The childminder received an initial warning letter to remind her of the importance of meeting this requirement. It was also found that the childminder had not maintained certain documentation or appropriately informed parents of the key person responsible for their child, to support children and to promote the efficient and safe management of the childminding provision. Following the initial visit, the childminder received notices to improve to ensure that she meets the requirements. In addition to the notices to improve issued, the childminder received the same visits as recorded above to ensure that she meets the safeguarding and welfare requirements relating to the issues raised. The childminder took immediate and appropriate action by ensuring that she implemented the notices to improve to support children's safety and well-being.

The inspection found that the childminder continues to address the notices to improve raised relating to concerns raised by ensuring she implements good behaviour management strategies to support children. She has informed parents of how she will support children's behaviour in an effective way. The childminder has devised a written behaviour management procedure, which is shared with parents and it is on display. The childminder has demonstrated at inspection that she has effectively improved how she manages children's behaviour for differing ages and abilities and that meets the requirements of the safeguarding and welfare requirements. In addition, the childminder works alongside another childminder to ensure that behaviour management is consistently implemented. Children are supervised well at all times. This means that the childminder has taken clear and immediate action to ensure that risks to children are effectively minimised to support their well-being in relation to the concerns raised. In addition, the childminder has effectively addressed the other notices to improve raised that were not linked to the original concern. For example, she has ensured required documentation is maintained, including specifically recording the names of children attending for all ages and their hours of attendance. She has notified parents of which the childminder is the key person for their child. The childminder understands that she must keep documentation

for a reasonable time and she understands that all significant happenings must be notified to Ofsted. The childminder is continuing to reflect on her practice to ensure children's safety is maintained. She demonstrates a good understanding of how to safeguard children and who to contact if there are any concerns about a child. All persons currently required to do so living in the household have appropriate suitability checks carried out.

The childminder has a suitable overview of the learning and development requirements overall. For example, this is demonstrated in the range of activities that are available for children to participate in, to help them develop with their learning. However, there are areas of the Early Years Foundation Stage learning and development requirements that require improvement, to ensure good support to children's mathematical development and to ensure that there is a clear focus on activities to extend active learning. The childminder forms appropriate relationships with the parents. She liaises with them regularly to ensure that the children's care and learning needs are suitably supported. For example, she keeps them updated about the provision through various information sources, such as sharing policies and procedures. The childminder has suitably addressed the action and recommendations raised at the last inspection. For example, she has appropriately ensured that she uses observations to support children's next stages in learning and she has introduced labelling into the environment, which she uses to further support children's literacy and communication skills. In addition, the childminder has ensured all persons caring or living in the household that are required to have appropriate suitability checks are up to date. Evaluation has developed reasonably since the last inspection, for example, the childminder now uses written evaluation, which she reflects on, to make improvements for children. However, there is still scope to develop evaluation to ensure learning and development is reviewed further to support children and to develop a more consistent way of gathering parents' views to further assist in identifying areas for development, to maximise support to children. The childminder forms appropriate relationships with other provisions where children also attend, such as school. For example, information on their learning and care is obtained, to support children's overall development. The childminder has an appropriate understanding of why it is important to work in partnerships with other agencies to support children, if and when required.

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	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	EY256902
Local authority	Bradford
Inspection number	979181
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	15/10/2012
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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