

Inspection date

09/10/2013

Previous inspection date

09/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Children settle extremely well due to the warm, welcoming environment created by the childminder. The secure relationships between the childminder and the children supports their confidence and feeling of security within the setting. This promotes good levels of progress as children feel nurtured and well cared for.
- The stimulating learning environment provided ensures all children have good opportunities to make expected progress towards the early learning goals. This includes good use of the local area and trips to places of interest.
- Partnership with parents is a key strength as they are kept well informed about their children's achievements and contribute to the observation and planning process.
- The childminder has a detailed self-evaluation form in place which monitors and evaluates her practice in order to identify future areas for improvement.

It is not yet outstanding because

- There is scope to enhance the range of print displayed, which reflects children's home languages and cultures, to ensure that all children learn about different languages and the home languages of children attending are fully recognised in the home.

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 toured the premises used for childminding purposes.
- The inspector completed a joint observation with the childminder.
- The inspector observed children playing inside and also outside.
- The inspector looked at documentation and children's learning records.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with three registered assistants at different times and there is only a maximum of three people working at anyone time. The childminder lives with her husband and four children aged 19, six, four and two years old in Idle on the outskirts of Bradford. The whole of the lower ground floor, ground floor bathroom, ground floor bedroom and rear garden are used for childminding. 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 27 children on roll, 9 of whom are in the early years age group and attend for a variety of sessions. She operates from 7.30am until 6.45pm, Monday to Friday all year except for a week at Christmas. The childminder supports a number of children who speak English as an additional language and 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 further the opportunities for children whose home language is other than English, to see and use that language within the nursery environment, for example, on displays and in books.

Inspection judgements

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

Children are keen and well-motivated to learn as they enter this good quality provision. Their learning is enhanced by the childminder, who has a secure knowledge of the Early Years Foundation Stage and a professional understanding of how children learn. Purposeful and developmentally appropriate activities and experiences are carefully planned to meet the individual needs and interest of all children, including those with special educational needs and/or disabilities. The indoor environment is well organised to ensure that children can have a good range of toys, covering all areas of learning. Children choose from the wide range of clearly labelled toys and resources for all ages.

There is a strong focus on helping children to acquire communication and language skills and supporting their personal, social and emotional development in order to ensure they

make good progress in relation to their starting points. Children initiate their own learning through exploration and investigation and the childminder uses her skills, experience and knowledge to extend their learning and development. For example, children show an interest in dinosaurs so the childminder and her assistants plan activities linked to this. Children all hold a dinosaur at 'group time' they ask the name of their dinosaur, count the spikes around their head; children recognise that there are 16 spikes and count very confidently. This activity helps to develop children's mathematical skills. The childminder then extends the activity by reading the book about 'Stomp the dinosaur' and as she does children join in the story and re-enact parts. This also promotes their literacy and communication skills. However, there is scope to extend the support for children who speak additional languages. For example, although the childminder does display some words in children's home language, there is scope to extend this idea further to enhance their understanding of different languages. Children love having time to develop their expressive art skills. They sit at the table and begin to paint their masks of dinosaurs. They are given the choice of colours and get excited as they mix the blue and green and tell the assistant it is purple. Children hold the paint brushes well and the older children are very keen to show the childminder how 'neat' they are painting. This activity also promotes children's hand and eye coordination as they guide the brush within the lines of the painting. The childminder raises children's self-esteem with lots of positive praise given.

The childminder has a very good understanding of the importance of completing the progress check at age two and gives good explanations to parents and encourages them to contribute. She completes these in depth along with her assistants input relating to each child's progress in the prime areas and identifying their next steps in learning.

The childminder considers children's individual interests and needs very well when planning activities and experiences based on her knowledge of children's prior learning. She completes accurate and precise observations and assessments of children and uses these effectively to plan suitably challenging activities. Parents are aware of the children's learning records and these are available for them to access at any time. Parents contribute to these and comment on a regular basis, both written and verbally about their children's learning at home. The childminder takes note of this and adapts all planning to meet the children's home learning and individual interests. The children's learning journal records are supported well with a good variety of photographic evidence and the children's next steps in their learning are recorded. The childminder completes summary sheets to ensure that children's progress is monitored in line with the children's age and stage of development.

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

The childminder is very vigilant about behaviour and encourages children to be polite. For example, children sing the 'please and thank you' song along with the assistants at meal and snack times. She follows a well-written behaviour policy, which is shown to parents. The childminder and her assistants are good role models for children, ensuring that children are well behaved and kind to each other.

The childminder ensures that safety is of high priority; regular fire drills are practised and she has an emergency contact to go to in case of a fire or other emergency. Children play in a safe environment as the childminder carries out daily risk assessments and also has good safety procedures in place. For example, locks on the kitchen cupboards are in place and the fire blanket is to hand. Children also have a good awareness of safety within the home as they tidy up the toys when they hear the childminder sing a specific song. They are also reminded that they do this to prevent them from falling and tripping over the toys. The childminder ensures that children learn about safety whilst out and about, teaching them about road safety and not talking to strangers. For example, when children go out on visits they all have labels on their coats explaining they are with a childminder, her name and mobile number.

Children learn about the importance of staying healthy through the childminder providing healthy and nutritious home cooked meals and snacks. Children can access a drink of water throughout the day in their own personalised drinking cups. The childminder encourages children to play outside in the rear garden, along with daily walks to nursery and other places of interest, such as at local child orientated groups, where they take part in music and movement. For example, when in the garden they have free access to a wide selection of resources; they balance on beams, show their friends the herbs they have grown and ride around on the wheeled toys and talk and play with their friends and adults. This helps to promote their social skills and ensures they receive regular fresh air and learn about a healthy lifestyle.

The childminder has very good transition procedures. Parents are introduced to their child's key person and the childminder always oversees this procedure to ensure that all children settle well. She offers them very flexible times and periods of settling in according to the parents and children's needs. This ensures that children settle well and feel secure in the friendly environment.

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

The childminding day is organised successfully as the childminder implements effective and well written policies and procedures to help protect children's welfare and keep them safe. She regularly updates her safeguarding training and demonstrates a good understanding of her role in protecting children should she have any concerns about a child in her care. The assistants that the childminder employs also have a very good understanding of these procedures. The childminder ensures they regularly update their training and read all policies. Children move around and play safely in the home and risk assessments identify and effectively minimize possible hazards. All children's documentation, including initial information requested from parents about children's interests and preferences, is professionally maintained, securely stored and includes required parental consents. Consequently, children's needs are quickly identified and are very well met.

The inspection was triggered by a recent concern where a child was collected late from a nursery by the childminder. She has completed a full incident report and has reviewed the procedure of collecting children from nurseries and other provisions. For example, she has risk assessed it as an individual procedure and also has a list of names, times of collection and where to pick them up from displayed. She goes through this daily with her assistants, to ensure that they are fully aware of the procedure. The inspection found that the childminder continues to comply with all requirements and as a result, children's safety is fully promoted. The childminder has completed the recommendation from her previous inspection and now has an in depth transition procedure in place.

The childminder's very good understanding of the learning and development requirements and comprehensive systems for assessments and planning enable her to meet children's learning needs very well. All planning is monitored and adapted not only to children's individual needs and interests but also to their age banding. Parents are asked to complete an assessment form prior to starting with the childminder and she ensures that children are progressing according to the learning stages and that clear explanations are given to parents. She also completes several reports throughout the year that she shares with parents and other professionals. This ensures that everyone is working with the children's best interests in a fun environment.

The childminder demonstrates great commitment as she uses her wide experience as a childcare practitioner to provide consistent and focused evaluations of her practice, through the completing and continual updating of a detailed self-evaluation process. In this she recognises her strengths and areas for improvement. She also identifies and completes any training. For example, she has completed a childcare qualification at level 3, safeguarding, a variety of learning and development courses and special educational needs course and is a support worker to new childminder's. The childminder ensures that her assistants, parents and children all contribute to the self-evaluation process. This ensures that all people involved with the children are listened to and their views taken account of.

The childminder has very good procedures in place for children when they are ready to move into school and for those attending other childcare settings, such as nurseries. She shares planning, their learning record and invites the teachers from the schools to visit her home prior to children starting and introduces the children to their school and has meetings with the head teacher. This ensures continuity of care and learning for all.

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	EY274903
Local authority	Bradford
Inspection number	938284
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	27
Name of provider	
Date of previous inspection	09/06/2011
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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