

Inspection date

17/12/2014

Previous inspection date

22/04/2014

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is outstanding as the childminder provides children with a rich variety of challenging and interesting learning experiences. As a result, children make rapid progress from their starting points.
- The childminder uses her considerable experience of how children learn and develop to make highly accurate assessments of their progress. This enables her to plan their next stage of learning effectively and helps ensure they make excellent progress in relation to their starting points and individual capabilities.
- The childminder treats all children in her care with great warmth and affection. They feel exceptionally safe and secure because of the extremely close relationship they have with her.
- The childminder constantly seeks to improve her practice and her assistants' practice to maintain and improve all children's opportunities to achieve to the highest level. She has highly effective systems in place to monitor and assess children's individual learning needs.
- The childminder supports children's communication and language development with full effect. Her continual engagement in conversation with the children promotes their thinking and extends their vocabulary.
- Partnerships with parents, other agencies and professionals are exemplary. This results in children's care and learning needs and their transitions to other providers, such as school and nursery being met exceedingly 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
- 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 completed a joint observation with the childminder.
The inspector toured the areas of the home used for childminding, including the
- playroom, kitchen and rear garden on the lower ground floor and kitchen and toilet on the upper ground floor.
The inspector looked at a range of documentation, including evidence of the
- childminder's qualification, Disclosure and Barring Service checks for all adults in the home, a selection of policies and procedures, including safeguarding and children's learning records.
- The inspector observed children playing and talked to the childminder, assistants and children throughout the inspection.
- The inspector took account of the written views of parents.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with four registered assistants. The childminder lives with her husband and four children in Idle, Bradford, West Yorkshire. The whole of the lower ground floor, ground floor kitchen and bathroom and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 22 children on roll, of whom 15 are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports a number of children who speak English as an additional language and she receives funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- consider further extending the excellent opportunities for children to see their home language in the setting.

Inspection judgements

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

The childminder plans and provides an exceptionally varied range of activities and experiences for the children, indoors, outdoors and on outings. The childminder uses her excellent understanding of children's individual interests and next steps in learning to plan her provision so that it continually interests and challenges them. As a result, children make exceptional progress in all areas of their learning and development and are extremely well prepared with the knowledge and skills they need in readiness for school. Robust observation and assessment of children leads to planning for learning that is tailored to individual needs and interests. The childminder offers an outstanding mix of continuous child-led provision and adult-initiated activities so that children can develop their own ideas and be fully supported in developing their skills and understanding. The childminder completes the progress check for children aged between two and three years. The childminder and her assistants give extremely detailed explanations and information to parents and other professionals involved. This gives comprehensive details of how the children are progressing within the prime areas of learning and development. The childminder completes a report to accompany this and parents contribute to all of the documentation. This helps to ensure a high quality of continuity of care and that parents and the childminder are working very closely to enable a strong awareness of children's progress. The childminder also completes yearly progress checks before children are one

year old and up to when they move on to other settings. This ensures extremely robust records and assessments of children's development, to ensure children are extremely well-prepared for nursery and school.

The childminder creates an exceptionally stimulating learning environment, where children make independent choices from the accessible range of high quality resources, and children show great confidence and curiosity as they take part in their chosen activities. The childminder cares for children who speak English as an additional language and supports them well by displaying words in their home language. However, this could be further enhanced though increasing the range of words on display throughout the playrooms. The childminder supports children's communication and language development exceptionally well. Her continual engagement in conversation with the children promotes their thinking and extends their vocabulary because she asks them open-ended questions and children are given plenty of time to respond. The childminder actively listens and joins in with children's activities in order to further extend their learning opportunities, ensuring that her support is skilfully matched to their individual needs. For example, children sit and listen with the assistant to the story of baby Jesus. Some children come away from this activity and the childminder immediately extends and challenges the children, talking to them about the link between Christmas and the baby. The childminder further extends children's thinking extremely well. They are asked if they would like to make crowns for their Christmas party. Children are keen to colour the crowns and talk about wearing them. Throughout this activity the assistant and the childminder ask children what colours they are using and young children begin to recognise brown and say how some of the colours sparkle. Throughout the children's day the childminder talks constantly to them and the young children listen intensely as they pick a mat to sit on at circle time. Some children independently go to the extremely well-resourced prop and puppets box and put the star on their finger. Children then confidently sing a song about a star. They know the songs extremely well and listen as the childminder teaches them songs ready for Christmas. The children complete the activities shown by the childminder to make a reindeer and they follow instructions extremely well. They watch the childminder closely and count how many legs the reindeer have. Older children ask for the red nose for the reindeer and explain the name is Rudolph. All of these activities mean that children are constantly challenged and motivated in their learning, reflecting the childminder's first-class teaching and her ability to meet the individualised needs of children within a wide age range.

Parents are fully involved in the children's learning and development, as the childminder and assistants promote the importance of a collaborate approach to meet the individual needs of the children. Communication between the childminder is extremely effective. The childminder uses daily dairies for each child and also communicates with parents through regular newsletters and extremely informative noticeboards placed around the home. An extensive range of information is gathered at the start of the placement about children's interests and achievements. For example, parents are actively encouraged to provide All about me information for their children, which the childminder then uses to provide excellent activities that will help children to rapidly make progress. The childminder holds regular events for parents to keep them informed about different aspects of their child's learning and development.

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

Children thoroughly enjoy their time at the childminder's home. They are very confident in their relationship with her, as they happily move around the bright, child-friendly and attractive environment. They move purposefully around the indoors and outdoors. The childminder supports children in developing their physical activities and ensuring they benefit from plenty of fresh air. They go on daily walks and thoroughly enjoy playing in the garden, where they can run around, balance on the beams and play outdoor games. Children regularly go to a wide selection of visits within the community and further afield. For example, walks to the parks, local farms to feed the animals and trips to the local children's centre. This helps to promote children's understanding of a healthy lifestyle and develop their physical skills. The childminder and her assistants have a very firm key-person system in place. They ensure that parents are introduced to their child's own key person during settling-in times and home visits. Photographs are displayed of all the key persons and information about their children's day displayed with the photographs. This ensures that a strong bond with the children's key person is formed and children's move to the childminder's home is an extremely positive experience. The childminder identifies and records an in-depth amount of information in relation to the children's learning stage and also welfare needs and requirements. Children bond extremely well with the childminder and assistants approaching them whenever they need reassurance and for a general chat. This ensures children feel welcome and move around very confidently in this extremely pleasant and enjoyable environment.

The childminder ensures that all children have a very good understanding of how to stay safe, both within the home and outside the setting, through practising fire drills regularly. Children have a vast amount of opportunities to learn about the emergency services. For example, children have trips to the emergency services where they learn about staying safe, as well as an assistant being a fire officer. The childminder gives children firm instructions about the importance of helping to tidy the toys away, so they will not fall or trip over them. Children's knowledge of safety also extends out to the community, as they follow road safety instructions about crossing the road and all children are fully aware of always holding hands and wearing high visibility jackets so they can always be seen. The environment is also checked daily for safety and gates are in place to prevent children going upstairs unsupervised. Children develop an exceptionally good understanding of their own self-care and the importance of good health. Very good eating habits are promoted, as children talk about what they are eating and enjoy social occasions, as they, the childminder and assistants all sit together as they have their meals and snacks. Drinks of milk and water are always available, young children are encouraged to drink regularly and all children have their own recognisable cups, so they are able to easily identify their own. Children are provided with a healthy and nutritious diet, a menu is displayed and their dietary needs are taken account of. Children help to prepare their own meals and snacks. They participate in lots of baking activities, where they talk and learn about the goodness in the food they are preparing. The childminder and assistants are excellent role models. Excellent hygiene practices are reinforced, as children see hand washing posters in the bathroom and use disposable paper towels to help prevent cross infection. Children are encouraged to go and brush their teeth after their meals and look in the mirror at their

nice, shiny teeth. They hold conversations with the childminder about the importance of brushing teeth after meals and snacks. This further promotes children's already very good understanding of a healthy lifestyle.

The childminder has high expectations of behaviour and children behave extremely well. Younger children play alongside each other well, they share the toys and comfort each other when they are upset, demonstrating care and concern for others. The childminder fosters children's sense of community care and responsibility as they go out regularly in the local community. For example, children are taken out to collect older children from schools, nurseries and to visit children's centres. This sense of familiarity, and the links the childminder is promoting with other practitioners, supports children's ongoing learning. This excellent combination provides support that helps build self-esteem and helps children develop key skills for moving on to school.

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

The childminder has an excellent understanding of how to deal with safeguarding issues and has all of the required documentation in place. The childminder and her assistants have attended training to refresh and develop their knowledge of safeguarding matters and they fully recognise the importance of protecting the children in their care. The childminder ensures that all staff employed by her have an excellent understanding of the procedures for reporting safeguarding concerns about both children and adults. The childminder gives the utmost priority to keeping children very safe and secure, through highly effective supervision and her comprehensive policies and procedures. Effective recruitment and vetting systems now ensure all adults working with children are suitable to do so and the childminder has implemented a working interview as an additional check to ensure suitability. As a result, children are safeguarded appropriately. The childminder now maintains an accurate record of children's attendance and ensures that assistants are never left with children for longer than two hours. Risk assessments are used very effectively to help minimise hazards, both within the setting and on the many and varied outings, which the childminder provides for the children.

The childminder has expert knowledge of the learning and development requirements. She makes very accurate assessments of the children's progress, based on an extremely secure understanding of the areas of learning and how children learn. As a result, children are offered challenging and highly stimulating experiences and activities, which are tailored to their individual needs. This results in them making outstanding progress. Highly detailed and rigorous tracking, observation, evaluation and monitoring procedures are in place. These are very frequently shared with parents, who make highly positive comments and share in the assessment of their child's learning. Parents can also contribute to the monitoring process through the completion of questionnaires, giving their views about the provision. Views expressed are exceptionally complimentary and it is very clear that parents have a very high level of trust in the childminder. Extremely positive relationships with parents are firmly established and parents state that they have high levels of information about their child's learning. This contributes to excellent continuity of care

between the childminder's setting and the child's home. The childminder works very closely with local nurseries, schools and the children's centre, which means that children are very well prepared for their next move to school.

There are very thorough systems in place for self-evaluation and the childminder has a very strong commitment to improving and developing the already high quality service she provides. The childminder works extremely closely with the assistants, identifying together their strengths and realistic areas for improvement, and work very well together as a team. She is fully aware of the requirements to notify Ofsted of any changes to her provision. The childminder is very open to the opinions of assistants, parents, children and other professionals about her practice and provision. This supports their constant drive for the highest quality attainable. Since the last inspection by Ofsted, where the setting received a number of actions to improve, the childminder has had monitoring visits to assess the progress with addressing the actions. The childminder has made many changes to her practice. These have had a positive impact on the safety for all children and both the childminder and assistants have been very pro-active in meeting any actions set. Each action set at the last inspection has been met through careful consideration, clear reviewing of all policies and procedures and assessing the management by the childminder of her assistants. The childminder has a very strong commitment to professional development. She and her assistants regularly attend further training, along with assistants completing qualifications in childcare. Leadership is strong and focused improvement plans are in place to secure continuous improvement. Supervision meetings are undertaken by the childminder and are recorded using a suitable format. The professional development of staff is given a high priority.

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	EY274903
Local authority	Bradford
Inspection number	978715
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	22
Name of provider	
Date of previous inspection	22/04/2014
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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