

Inspection date	13/10/2014
Previous inspection date	19/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder and her assistant have developed strong affectionate bonds with the children. They get to know children well and are responsive to their needs. Consequently, children's emotional well-being is fully supported.
- The childminder's teaching is good. She has a secure knowledge of how children learn and plans purposeful learning experiences across all areas of learning. As a result, children make good progress, in relation to their starting points.
- Safeguarding procedures are stringent. The childminder has a secure knowledge of how to maintain an environment that is safe for children.
- Partnerships with parents are strong. The childminder has effective procedures in place to exchange information with parents about their child's care and learning.
- The childminder is consistent in her approach to behaviour management. Therefore, children know what is expected of them and behave well.

It is not yet outstanding because

- The childminder does not always make the most of opportunities to extend children's thinking, for example, by using open-ended questions.
- The childminder does not consistently maximise opportunities to extend children's independence as resources are not always freely accessible to them.

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 activities and spoke to the childminder, her assistant and the children.
- The inspector toured the areas of the home used for childminding purposes.
- The inspector looked at evidence of suitability, a sample of policies and children's assessment records.
- The inspector considered the views of the parents, provided through written feedback.

Inspector

Susie Prince

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 lives with her two children aged 15 and 16 years in a house in Haworth. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two dogs as pets. 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 nine children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide even more opportunities for children to develop thinking, for example, by asking more open-ended questions
- maximise children's access to resources in order to further promote their independence.

Inspection judgements

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

The childminder's teaching is good. She has a clear understanding of how children learn and develop. Planned activities are purposeful and age-appropriate. For example, babies explore a range of household items, using all of their senses, in a treasure box activity. The childminder uses observation effectively to identify children's current development levels and plan next steps in their learning. She successfully monitors children's progress on tracking systems, so that she can promptly identify gaps in their learning. As a result, children make good progress, in relation to their starting points. Parents are kept well informed of children's achievements through regular discussions, parent's evenings and written summaries of development.

Children engage in art activities, where they benefit from uninterrupted time to explore the paint and be creative. Consequently, children make connections, develop ideas and display high levels of involvement in the activity. The childminder and her assistant

effectively use questioning, modelling and demonstrating techniques to support children's learning. However, on occasions, they miss opportunities to further extend children's thinking through the use of open-ended questioning. Children play harmoniously together and develop social skills in a friendly and supportive environment. They initiate conversations with others and learn how to share resources through the childminders sensitive guidance. Children learn about the wider community through charity projects. For example, the childminder teaches children about others who are less fortunate through projects about food, which include collections for the local food bank.

Children are prepared well for future learning because the childminder focuses well on the prime areas of learning. She teaches through play and ensures that activities are interesting, purposeful and enjoyable. As a result, children develop positive attitudes to learning and enjoy and achieve. The childminder supports mathematical development well by using routine activities to help children to count. Children develop independence as they confidently select their own resources from the suitable range accessible to them. However, there is scope to further promote children's independent choice by enhancing the resources that children can access independently.

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

The childminder and her assistant have developed strong affectionate bonds with the children. They know children well and are warm and responsive in their interactions. As a result, children's emotional well-being is supported well. The childminder has effective procedures in place to help children settle-in quickly. For example, children attend for short periods initially, so that they can gradually begin to develop positive relationships with the childminder and learn their new routine. Parents complete information forms and engage in discussions about their child's needs. This promotes continuity of care. The children behave very well in the childminders care because she is consistent in her approach to behaviour management. She deals with minor disagreements between children sensitively and ensures that children develop an understanding of what is expected of them, through age-appropriate explanations.

The childminder promotes healthy lifestyles well. She provides nutritious meals and snacks for the children. For example, children enjoy ham salad, oat biscuits and fruit for lunch. The children benefit from daily outdoor play experiences, where they can be active and enjoy the fresh air. The childminder regularly visits the local parks, where children use larger climbing apparatus that provides physical challenge. Children learn about how to stay healthy through good hygiene practices. Visual prompts are displayed in the bathroom to remind children of how to wash their hands thoroughly and the childminder acts as a good role model. The childminder teaches safety well. She uses baking activities to educate children about the dangers of touching the hot oven. During visits in the local community, the childminder models and demonstrates good road safety practices, so that children develop an awareness of how to manage their own safety.

Children enjoy and achieve in the childminders care because she has created a relaxed

and happy environment. Children of all ages play well alongside each other. They develop positive relationships with others by sharing ideas and talking about their own experiences. The childminder provides constant reassurance and praise to the children, which raises their self-esteem. Children confidently explore the environment and follow their own interests, knowing that supportive adults are close by if needed. The childminder encourages children to feed themselves and use the bathroom independently. Therefore, children develop positive attitudes to learning, display high levels of self-confidence and are well prepared for the move to other settings in the future.

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

Safeguarding procedures are robust and the childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a written safeguarding policy that includes the appropriate use of cameras and mobile telephones. The childminder has a clear understanding of her responsibilities to protect children from harm and follows recruitment and vetting procedures well to ensure the suitability of her assistants. Risk assessments and daily safety checks are carried out on the premises, which mean that the environment is safe for children. Accident and medicine records are maintained well and copies are provided to parents. The childminder and her assistant hold valid paediatric first-aid qualification. This ensures that they are both capable of responding appropriately in an emergency situation.

The childminder has a good understanding of how to deliver an educational programme that meets the learning needs of the children in her care. She effectively monitors children's progress and promptly targets areas of development that require additional support. For example, the childminder uses stories and language activities to develop children's speech. The childminder supervises her assistant well. She provides instruction, models interactions and offers guidance. An appraisal system is in place, which is used to monitor her assistants practice and identify training needs. The childminder uses self-evaluation well as a basis for improving her practice. She gains the views of parents through questionnaires and asks children about what they would like to see done differently. The childminder receives support from the local authority and has successfully made improvements since the last Ofsted inspection. For example, children's starting points are identified on entry to the setting to effectively support their learning from the start.

Partnerships with parents are well established. The childminder successfully exchanges information with parents, on a daily basis, through discussion and the use of daily diaries. She sends photographs of children to their parents, so that they can share their children's experiences and evoke discussion at home. Parents are kept well informed of their child's progress in learning. For example, the childminder shares children's learning journals with parents and compiles a written summary of the child's development, following the progress check completed for children aged between two and three years. The childminder values the importance of good partnership working. She has established strong links with professionals in other settings. As a result, relevant information is

effectively exchanged in order to support 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	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	EY296161
Local authority	Bradford
Inspection number	872958
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	19/01/2009
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, 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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