

Inspection date	29/10/2014
Previous inspection date	30/04/2009

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 quality of teaching is consistently strong. The childminder plans rich, varied and imaginative experiences for children. As a result, children are fully engaged in their learning and make very good progress.
- The childminder makes exceptionally good use of opportunities in the outdoor environment to support all areas of learning. As a result, children are very confident and independent learners, preparing them well for their future move to school.
- Positive relationships with parents are established through effective daily discussions about children's care and development. This helps to promote continuity of care for children and promote their well-being and all-round development.
- Children are extremely happy, confident and self-assured in this very homely and welcoming environment. They have strong attachments to the childminder, who is very caring and attentive to their needs. This enables children to explore their environment with confidence, as their emotional well-being is supported well.

It is not yet outstanding because

- The storage of resources in the indoor environment is not always organised to provide children with the very best level of independent choice in their play.

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 interactions between the childminder and children during play and care routines and during a visit to the local allotment.
- The inspector looked at a range of documentation, including policies and procedures and children's development records.
- The inspector viewed the areas of the property used by the childminder when childminded children are present.
- The inspector held discussions with the childminder at appropriate times throughout the visit.
- The inspector checked evidence of the suitability and the qualifications of the childminder and viewed her record of self-evaluation.
- The inspector took account of the views of parents provided through information included in the childminder's own parent survey.

Inspector

Rachel Burton

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son and daughter, aged 20 and ten years, in Eccleshill, Bradford. The whole of the ground floor and enclosed front and back gardens are used for childminding. The family has a dog and a cat as pets. The childminder collects children from the local school. The childminder attends local playgroups. There are currently eight children on roll, of whom two are in the early years age range and attend for a variety of sessions. The childminder receives funding for the provision of two-, three- and four-year-old children. The childminding provision operates all year round, from 7.30am to 6pm, Wednesday 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 further improve the quality of the early years provision the provider should:

- organise the storage of resources in the indoor environment to maximise children's creativity, by providing them with the very best level of independent choice.

Inspection judgements

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

Children make very good progress in their learning, as the childminder has a comprehensive knowledge of how individual children learn. She is highly experienced, with a thorough knowledge of how children develop and how their learning links to the early learning goals. The stimulating educational programmes have depth and breadth and are precisely matched to children's ages, stages and resulting needs. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Accurate assessments are made of children's learning, through following their progress in detail. Planning is thorough, embracing the needs of all children that are identified from meaningful observations and assessments. Consequently, all children make very good progress. The childminder completes the progress check for children between the ages of two and three years; and shares this with parents. This shared approach has a very positive impact on the progress children make. All children are exceptionally well-prepared for their next steps in learning, including the move to full-time school.

The childminder and children are very confident, enthusiastic and passionate. They work exceptionally well together, in this extremely stimulating environment. Children are confident to speak to visitors and show them what they are doing. Children have excellent opportunities to develop their understanding of mathematics, reading, writing and

technology. Children use their imaginations very well in play and are physically very capable. The childminder instinctively challenges and extends children's thinking as they play. There is an extremely high level of willingness from children to take control and participate because they feel very much part of the decision-making process. For example, children thoroughly enjoy digging and weeding in their allotment, as they understand that this helps their plants to grow. Children offer appropriate responses and the childminder instantly follows their lead. Interactions with children are of a consistently high standard. As a result, the quality of teaching and learning is consistently strong. Children relish opportunities to play using open-ended resources, where they explore and discuss the objects. Children take part in making models with malleable dough and exploring its properties as they squeeze and press it with levers and cutters. The highly positive interaction and praise from the childminder encourages children to join in and enjoy the session fully. Children's literacy skills are well supported because they have many opportunities to make marks, resulting in their early hand writing skills being developed well. For example, older children are encouraged to independently write their own name on their artwork. As a result, children are acquiring the skills necessary to be ready for school.

Children are provided with many purposeful opportunities to think because the childminder uses skilful questioning during play and provides them with time to consider their answer and respond appropriately. For instance, younger children are given time to think and problem solve when they lose their gardening gloves and search for them. They show delight when they find the gloves for themselves. Children are asked questions freely in play, such as, 'what's your favourite fruit?' 'What is this shape?' and 'what can we do with this?' Lots of praise is given for their successful answers, boosting children's self-esteem in preparation for school. Further learning opportunities, such as, snack time, encourage children to develop friendships and personal, social and emotional skills. Children show particular interest in role play including dolls, ironing and sweeping, which develops their imaginative skills very well. Parents contribute their views about their children's learning and together they share ideas for children to continue their learning at home. This highly effective partnership increases children's ability to make very good progress in their learning and development. The childminder is motivated and eager to include parents and exchange information about children's learning and development. She consistently creates new ways of doing so, such as the wow boards, which display children's milestones at home and at the setting. For example, the children's first ballet show, the first harvest from the allotment and a tap dance at the library. Daily verbal and written information about children's activities and learning is shared, in order to support parents' engagement with their child's learning. Parents are encouraged to contribute to these whenever possible, in order to enhance the excellent links for children between home and the childminder's care.

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

The childminder is skilled, sensitive and supports children to form strong, secure emotional attachments, which provide a firm foundation, upon which to develop their personal, social and emotional skills. Children display high levels of confidence and self-esteem as they

play, they talk about what they would like to do and confidently express their needs. They are eager to share their experiences with the childminder and talk freely about their home and family during their play. Consequently, children develop a strong sense of self-confidence and self-awareness. The childminder provides opportunities for children to make choices in their activities. However, the storage of resources in the indoor environment is not always organised to provide children with the very best level of independent choice in their play, in order that they can take even more control over their learning and develop their creativity to the optimum level. The childminder provides a familiar routine, which promotes children's emotional security. She gathers detailed information about children's likes, dislikes and comforters from parents on entry to the setting. As a result, children settle well and demonstrate that they are happy and feel safe and secure in the childminder's home.

Children develop good self-help skills because the childminder encourages them to do things for themselves, whenever possible. Their good health and self-care is securely embedded as they attend to their own care needs where appropriate. For example, children are independent, as they wash their hands and put on their own waterproof boots, in readiness for the next stage in their development at school. Consequently, they are emotionally well prepared for this change in their lives. The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour, appropriate to their levels of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues. As a result, children's behaviour is consistently good.

Nutritious and healthy meals and snacks are provided for children to eat so they learn about keeping fit and healthy. Children benefit from talking about their favourite meals and enjoying stimulating experiences, such as collecting raspberries and redcurrants from their allotment, which prompts further discussions about where food comes from and the benefits of fresh, healthy foods. They have daily access to outdoor play to enjoy regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment gives children opportunities to rest and relax. The childminder teaches children how to keep themselves safe, as she gently reminds them to pick up toys from the floor and not to climb on the furniture. She models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being. The childminder holds a current, relevant paediatric first-aid certificate and is able to manage minor accidents and injuries to children with appropriate care and attention.

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

The childminder has a very clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage, to ensure that children are safe and feel secure. The childminder has a very good knowledge and understanding of the procedures to follow to refer any child protection concerns. She

ensures that parents are fully aware of her role and responsibilities to protect all children in her care, as she provides them with copies of her policies and procedures, when their children start attending her setting. She has attended safeguarding training and keeps her knowledge refreshed by subscribing to newsletters from the Local Safeguarding Children Board. The childminder knows the different types of abuse, how to recognise the indicators of abuse and who to contact for professional advice and support. All adults living on the premises are checked to ascertain their suitability to be in contact with children. The childminder risk assesses her premises and resources thoroughly. She notes any hazards and minimises any risks promptly. The premises are secure because the childminder ensures doors and gates are locked. As a result, children are safeguarded well.

The childminder has developed a self-evaluation process for her practice and has completed the local authority's quality assurance scheme to reflect on what she does well. The childminder accurately identifies the strengths and areas for development of her practice through the effective self-evaluation system. She talks to children about their ideas and suggestions and seeks the views of parents through written questionnaires. The childminder has worked very hard since the last inspection to improve her practice and all recommendations have been successfully addressed. This is particularly evident in the new learning opportunities created by the innovative use of the allotment, resulting in a significant improvement in children's progress. She also supervises her assistant regularly and monitors his progress to ensure children are always well cared for. She has a very clear understanding of children's learning and development. She uses appropriate documentation to ensure children make very good progress in line with the expected milestones and ensures that teaching methods are meeting children's needs. Consequently, the quality of teaching is very strong in all areas and children make consistently very good progress from their starting points.

Partnerships with parents are positive. The childminder issues questionnaires regularly and gathers feedback. All questionnaires that have been received, highly praise the service the childminder offers. She updates parents regarding changes to her service and asks for their opinions. The childminder has a number of letters and compliment cards from parents. Parents' views are very positive and they particularly comment on the wide range of activities she provides and the good progress their children make. The childminder is aware of the importance of partnership working to secure support for children with special educational needs and/or disabilities and understands the importance of working with other professionals to ensure early intervention is accessed, where necessary.

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	EY345179
Local authority	Bradford
Inspection number	863080
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	30/04/2009
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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