

Inspection date

27/12/2012

Previous inspection date

06/12/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 feel safe and secure because of the strong relationship they have with the childminder. This is enhanced as she maintains all required and many additional records and documents. She is very aware of the safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage.
- Children's interests are actively used by the childminder to plan activities and experiences to effectively promote their learning and development. This means they progress well through the areas of learning.
- Children are happy and settled in the care of the childminder who is warm and caring. They are very settled at the setting and enjoy their time there.
- Good standards of cleanliness are maintained throughout the childminding areas. This helps to prevent the spread of infection and promotes children's health.

It is not yet outstanding because

- Partnerships with other settings are not fully in place, to secure continuity of learning and experiences for the children between settings.
- The process of self-evaluation is not sufficiently robust.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the two main downstairs rooms and outside. She spoke with both childminders throughout the course of the inspection.
- The inspector looked at children's folders, containing observations including children's individual next steps, children's assessments and the planning.
- The inspector looked at the childminder's self-evaluation form and a selection of policies and procedures.
- The inspector took account of the views of parents presented in questionnaires.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her husband and child aged two years. Her husband is a registered childminder and works alongside her in Holme Wood, Bradford. The whole of the ground floor of the property is used for childminding.

The childminder is registered on the Early Years Register and on both the voluntary and

compulsory parts of the Childcare Register. There are currently 14 children on roll in the early years age range. The childminder is able to drive or walk to take and collect children from local schools and pre-schools. The setting provides care during all week days, all year round. The setting has close partnership links with the local authority quality improvement teams.

What the setting needs to do to improve further

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

- extend partnership working with other providers to enable continuity of learning and experiences for the children between settings
- develop robust self-evaluation systems to clearly identify future development and include parents and children in the process.

Inspection judgements

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

Children have a positive attitude to learning and are interested and motivated. They are able to initiate their own play and independently choose from the good range of resources which are readily available. They are making good progress in all aspects of their learning and development. The childminder provides a balance of adult-led and child-initiated activities and complements children's experiences by taking them to different groups and facilities. The childminder has high expectations for all children; she completes regular observations and assessments, noting their interests and next steps of development. This enables them to plan successfully to move children forward in their development and learning. They access information, resources and support through the local early years support teams to meet children's individual recognised interests and needs. Therefore, children progress effectively from identified starting points.

Parents are very happy with the range of activities provided for their children and their views are sought about this area of the provision. Observations and assessments are made available to parents and they are contributing to these. This ensures both parties are working together to support children in reaching their full potential. Parents comment highly about the service in questionnaires and the care arrangements.

Children are becoming increasingly independent. They take great pleasure in managing their personal care with little support. They interact very well with the other children and are learning how to share and take turns. They love being outdoors and independently go

outside in the garden with great enthusiasm. They eagerly take responsibility for small tasks, such as tidying away the toys and they show care and concern for their younger peers. Children's language is developing very well, with the childminder and her co-childminder engaging in plenty of conversation and open questions, which encourage children to think. The childminder responds promptly to younger children's non-verbal cues, such as when they feel tired and she helps them understand their physical needs for rest. They enjoy using books about animals to recognise their favourite's animals and link these to current interests around taking care of others.

They listen carefully to instructions and use the paint to draw shapes, the trampoline to jump and water play to explore mathematical concepts. They show much interest in books and know to handle them carefully. They sit together with the childminder, listen carefully, and contribute to the story telling of the bear and the journey. She reads stories in an engaging way and her good use of open-ended questions extends children's language. The childminder demonstrates enthusiasm and motivates children as she intervenes appropriately in their play, for example, extending their play with the introduction of utensils in the outdoor play area, suggesting different things for them to try and supporting them with their own ideas.

The childminder has good links with the local schools as they deliver and collect the children. Children's care and learning is discussed to aid transitions. However, information is currently not shared effectively to consistently ensure continuity of learning across the different settings.

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

Children are enthused, happy and confident. They self-select from a range of toys and activities as they move freely around the childminder's home. The childminder provides reassurance for the children which enable them to feel very secure in her care and go to her for cuddles. Children's behaviour is managed well, procedures and policies are carefully followed, to ensure younger children play co-operatively and learn to take turns. The childminder reinforces suitable behaviour and implements acceptable consequences, considering children's age and stage of development. This means children behave appropriately.

Children enjoy a healthy selection of fruit and toast for snack and choose healthy foods during lunchtime. This supports their awareness of healthy eating. They are encouraged to wash their hands before meals and after outdoor play, promoting good hygiene procedures. Children confidently talk to others and show their choice of play, saying what it is; this displays children's self-assurance and supports their emotional well-being. Children develop a good awareness of safety as the childminder reinforces outdoor safety as they confidently manage the use of playing on the swing and trampoline.

Children eagerly explore the garden, taking off their shoes to play in the sand and pushing the swing. Water play inspires extended play activity games around physical movement. This provides ideal opportunities for children to move in a range of ways and to gain

confidence in their developing physical abilities. The childminder has good links with the parents and their care arrangements are discussed fully to embed strong care transitions.

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

The childminder's knowledge of safeguarding is strong; she updates her training regularly and ensures her home is secure through keeping gates and doors locked, and by using close supervision outdoors. Risk assessments are completed for her home, car and outings. Policies are fully in place, children's records and consents sheets from parents are well organised. These safety measures, combined with careful supervision, minimise any potential risks to children. The parents confirm through letters and feedback sheets, that they highly value the care and support their children receive from the childminder. This enables parents to feel confident and supports effective relationships with parents and children. The childminder completes local training offered ensuring her knowledge of the safeguarding and welfare requirements is secure. She attends relevant courses and accesses information with early years support teams to keep up-to-date with current news and guidelines. The childminder positively supports children's interests and needs and provide them with time to collaborate with their peers. This means children develop early friendships and learn to interact with other children of a similar age.

Children's learning and development is assessed through observations, linking to the seven areas of learning and include children's next steps in learning. Learning journeys exhibit children's experiences through photographs and explanations of children's involvement, clarifying children's language and interactions. These show how children's skills and abilities are progressing well. Planning embraces these next steps of learning, children's interests and seasonal topics, ensuring children experience a wide range of activities to challenge them and enable them to make further achievements in their development. The childminder's complete assessments to effectively highlight children's stage of development and monitor their progress through the prime and specific areas of learning of the Early Years Foundation Stage. This identifies children's learning styles, their strengths and any emerging concerns.

The childminder is committed to ensuring her professional knowledge and skills are up to date so that children learn and develop through play. Self-evaluation systems help the childminder to monitor practice. However, the systems are not sufficiently robust and do not include the views of parents and children. Commitment to improvement is met through successfully improving assessment as identified at the last inspection.

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. 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	EY393082
Local authority	Bradford
Inspection number	894759

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	06/12/2010
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 that are usually their 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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