

Inspection date	07/01/2013
Previous inspection date	12/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are encouraged to make independent choices from the range of satisfactory toys and resources.
- Children have positive relationships with the childminder. They are happy, settled and keen to try new things, demonstrating curiosity and independence.
- Children have daily opportunities to access outdoor play areas. They regularly visit local parks and play areas to develop their physical skills and promote their good health.

It is not yet good because

- The childminder's knowledge of how to promote children's learning and development is not sufficiently developed under the new framework to enable her to plan an appropriately challenging and enjoyable experience for all children across the areas of learning and development.
- Observation and assessment is not used effectively to guide planning and consistently identify the next steps in children's learning.
- Self-evaluation is in the early stages of development and does not take account of the views of children and their parents.

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 the children playing and the childminder's planning of their activities.
- The inspector spoke with the childminder at appropriate times throughout the inspection regarding the care provided and activities on offer.
- The inspector looked at children's learning journeys, policies and procedures and children's individual records.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult brother and two children aged 11 and eight years in Crossflatts, Bradford. The ground floor lounge and first floor bathroom are used for childminding. The childminder visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools. The family has a cat.

There are currently three children on roll who are within the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide challenging and enjoyable experiences for individual children across all areas of learning and development by strengthening knowledge and understanding of the learning and development requirements, and using effective observation and assessment of children's learning to identify their next steps.

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

- improve self-evaluation by careful monitoring, analysis and self-challenge, incorporate the views of children and parents and use these to shape and enhance the quality of provision for all children.

Inspection judgements

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

The childminder has a developing knowledge of the Early Years Foundation Stage and the learning and development requirements. She observes children as they enjoy free play and gives them enough support to promote their learning and development in the prime areas. In this way, children's language development is supported well through conversations during activities and care routines. The childminder's use of repetition and introduction of different words develops children's understanding of spoken language and their communication is developing well. While children are currently meeting the developmental milestones for their age, the childminder's observation and assessment is not fully effective and does not enable her to track how much progress children are making. Consequently, plans for learning are not always based upon children's interests and what they know and can do. Their next steps are not always correctly identified and the educational programmes are not sufficiently challenging to ensure all children make good progress across all areas of learning over time.

The childminder joins in with play, helping children to enjoy role play and the use of small resources, such as car toys and play figures. Children demonstrate appropriate levels of concentration as they begin to develop narratives and storylines alongside their play. For example, they pretend the play figures are getting wet in the car wash and they need to

change clothes. The childminder is beginning to use Development Matters to ensure the resources she uses are appropriate to the ages of the children in the setting. For example, she introduces garage floor games to help children to manipulate the movement of the wheels as they begin to explore the directions of the tracks and the different sizes of the cars. She supports sustained shared thinking by asking the children age-appropriate questions and giving them prompts to extend their ideas during their play. For example, a game of racing cars becomes a game of fixing the toy cars in the garage, using the play tools to explore the tracks.

By asking the children to help her to carry out simple tasks, the childminder encourages them to use their critical thinking and problem-solving skills. Concepts of size, counting and colour are introduced throughout activities and everyday tasks, such as climbing the stairs or counting games on outings. The childminder uses her knowledge of children's individual preferences for play to plan some daily activities that capture the children's interests, such as small world play, role play and creative games. Children enjoy a range of outdoor experiences that promote their physical development. They walk regularly and use large outdoor play equipment in the park, giving them opportunities to set themselves challenges which test their physical skills.

The childminder is beginning to develop partnerships with parents and arrangements around transition with other settings. She discusses children's progress with parents through daily conversations and recently introduced documentation to convey information about their care routines and activities. Learning journeys are to be completed as part of the childminder's action plan for the two-year-old check. Such arrangements enable parents to become involved in children's learning and development and ensure there is some consistency and continuity for children's learning.

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

Children develop their understanding of a healthy lifestyle with a suitable focus on outdoor activities and play. They regularly visit local canals, parks, outdoor play areas and soft play centres. The childminder also provides a sufficient range of indoor games which encourage children to be active, while developing their physical skills. Parents currently provide most meals and the childminder encourages them to provide healthy options alongside the snacks she offers. Children confidently access their drinks of water independently. The childminder further develops children's understanding of healthy routines and practices, as she encourages them to wash their hands before meals and after messy play. She talks to them about keeping clean and children understand the importance of hygiene as they show their hands are clean before they eat.

The childminder suitably develops children's awareness of safety when out in the local environment. She encourages them to 'stop, look and listen' when crossing roads and children know they have to hold hands when out in the local community. Children understand safe practices as they carefully play with the equipment and recognise differences between hot and cold during role play games. A sufficient range of resources are freely available and are relevant to children's age and stage of development. Children respond positively to the childminder's requests and behave well. The childminder

provides lots of appropriate praise and encouragement, which promotes children's self-esteem and confidence. For example, she praises children for correctly identifying different and correct pieces of equipment for the garage set games. Partnerships with parents are sound and suitable systems are in place to ensure continuity of care. For example, a verbal exchange of relevant information ensures parents are sufficiently informed about their child's care needs.

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

Children's welfare is promoted because the childminder has a suitable understanding of safeguarding and knows how to protect children in her care. She has sound knowledge of the local child protection procedures which she is able to follow if concerns arise. The childminder is keen to develop the service she provides. She attends some relevant training to develop her knowledge and skills, including first aid and child protection. Procedures are in place for administering medicines and written parental permission to administer each specific medicine is obtained. A suitable range of policies and procedures are in place and shared with parents, keeping them informed of the service provided. The childminder carries out annual risk assessments to ensure children's safety is maintained. She is keen to improve her service and is working closely with the local authority to enhance it. However, self-evaluation does not currently result from careful monitoring, analysis and self-challenge, nor does the childminder incorporate the views of children and parents. Consequently, self-evaluation is not effective in supporting her to make continuous improvement to the quality of provision for all children.

Recently introduced learning journals mean that parents can now share information about their child's learning at home. However, the childminder does not yet make effective use of the information collated in these to plan educational programmes that fully meet individual children's needs. Her knowledge and understanding of the Early Years Foundation Stage is still developing and she makes limited use of current observation and assessment information gathered. This limits the childminder's ability to challenge children's learning and ensure that planning is consistent and precise.

The childminder has daily contact with parents to support their working relationship. She exchanges information verbally and through the use of the recently started learning journals. The childminder demonstrates a sufficient understanding of the benefits of sharing relevant information with other practitioners and agencies to ensure continuity and coherence in children's experiences. She is developing her transition arrangements to ensure children receive swift intervention to support their individual development through planned meetings with other settings.

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	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	EY396036
Local authority	Bradford

Inspection number	894737
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	12/01/2010
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.

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