

Inspection date	31/10/2014
Previous inspection date	27/06/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Children are happy and confident. They have developed positive relationships with the childminder, as a result of suitable partnership working with parents, which ensures their individual needs are met.
- The childminder engages children's interest and helps them develop a positive approach to learning, as a result of her lively and friendly approach.
- Children are safeguarded because the childminder ensures that the home is safe and secure and she has an appropriate awareness of child protection issues.

It is not yet good because

- The childminder's assessments of children's achievements are not robust enough in helping her to precisely identify children's starting points and next steps for learning, in order to accurately shape learning experiences for each child and monitor their progress across all areas of learning.
- The childminder does not have a secure knowledge of how the progress check for children between the ages of two and three years is used to promote integrated working with other professionals.
- The childminder does not always use different teaching strategies, such as open-ended questions, to enhance children's creative and critical thinking and help them to extend and develop their ideas.
- The childminder does not always maximise children's play and exploration outdoors.

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 care routines in the dining room and kitchen and carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation, children's records and verification of suitability checks.
- The inspector took account of the information provided in the local authority quality improvement support documents.

Inspector

Rachel Ayo

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 husband and two adult children in a house in the Manningham area of Bradford. The childminder uses the whole of the ground floor of the premises and an enclosed garden for childminding. There is currently one child on roll in the early years age group who attends for a variety of sessions. The childminder supports children who speak English as an additional language. She is open all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- carry out more accurate assessments of the children's learning and development, including identifying fully what they already know and can do, in order to better understand their level of achievement and use this information more precisely to identify their next steps for learning, plan activities more accurately and monitor children's progress across all areas of learning
- improve the effectiveness of the progress check for children between the ages of two and three years, to ensure a more robust assessment process for reviewing children's development, for example, by developing knowledge and understanding of how this links to the Healthy Child Programme health and development review at age two and of how parents can share information with other professionals.

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

- improve the richness of the learning environment outdoors, for example, by providing flexible resources that can be used in many different ways to facilitate children's imagination, play and exploration
- develop the use of a wider range of teaching strategies, for example, by using open-ended questioning, in order to re-shape tasks and explanations to improve learning and by providing a more effective narrative for what children are doing to extend and develop their ideas as they play

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements and knows how children learn. Consequently, she provides an appropriate balance of adult-led and child-initiated activities across the seven areas of learning. The childminder complements children's experiences through outings, for example, to the shops and library, or to watch the diggers working on a construction site nearby. Because children can initiate their own play, they are appropriately acquiring the skills and capacity to develop, learn and be ready for moving on to school. For example, they are inquisitive and enjoy finding out how things work, such as the torch. They solve problems as they discover they have to continually hold their finger on the button, in order for the torch to work. They delight in observing the shadows it makes as they shine this on different surfaces.

The childminder carries out observations on children and by doing so she notices their interests, which she bases her planning around. She routinely undertakes some assessments of children. However, she does not consistently use the information to accurately identify their starting points for learning and monitor their learning and development across all areas of learning. Consequently, she cannot fully ensure that activities are consistently tailored to meet children's individual needs and provide good levels of challenge. This means that children do not make good progress. The childminder carries out the progress check for children between the ages of two and three years as part of the assessment arrangements. However, this is not fully effective in supporting children's learning and development. This is because the childminder is unfamiliar with how this links in to the health visitor's health and development review, in order to support integrated partnership working. As part of this, the childminder does not encourage parents to share the progress check with such professionals. Parents are adequately informed about and encouraged to share learning at home, in order to promote a shared and consistent approach to children's learning. For example, they can access their child's records of learning at any time and they and the childminder exchange information about children's achievements.

The childminder enhances children's enjoyment and fun through her enthusiastic interaction. She helps children achieve new skills as she demonstrates how the dough equipment works. For example, she shows them where to place a piece of dough, before pressing the handle down. Children giggle as the dough oozes out through the different-shaped holes, creating spaghetti-shaped dough. Children ask the childminder to make a worm and copy actions, such as rolling the dough between their palms, in order to create their own. As children use dough tools and scissors, they show good small physical skills as they attempt to roll the dough and cut it. Children express their ideas as they exclaim they are making a bun. The childminder appropriately supports children's early skills in mathematics as she helps them to point and count how many buns they have made. As children play with the train set, the childminder helps them learn about shape and space. For example, she encourages them to turn the pieces of the track around, in order to connect this successfully. Children are confident communicators and use language in a

range of ways through their use of simple sentences. This is supported by the childminder showing interest in what children say and do and engaging them in appropriate conversations as she joins in their play. However, the childminder does not always support children's creative and critical thinking skills through more open-ended questioning or by helping children to extend and develop their ideas.

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

The childminder helps children develop close bonds with her because of an appropriate settling-in process. This is reflected in how children readily settle after waving bye-bye to their parents and positively respond to the childminder. For example, they enjoy a cuddle until they are ready to go and play. During the settling-in period, there is suitable consultation with parents about children's home routines and their likes and dislikes, for example. This means there is continuity of care, which fosters children's sense of security. Where children speak English as their main language, but are bi-lingual, the childminder uses cultural phrases and words alongside English. This encourages their use of all languages familiar to them, helping them to feel secure and develop a sense of belonging. Children's sense of security continues as they move between settings because of suitable ongoing communication with other providers.

The childminder provides home-cooked meals and offers fruit and vegetables to children. Consequently, they are encouraged to make healthy choices about what they eat from an early age. Children benefit from fresh air and exercise through daily outdoor play. This includes playing in the childminder's garden and visiting local parks, for example. By using different types of apparatus, children develop confidence in their large physical skills as they learn how their bodies work and develop an awareness of early risk-taking.

The childminder creates an accessible and welcoming environment. This is enhanced with posters, children's artwork and photographs of them taking part in different activities. They clearly enjoy pointing to pictures and recalling and reflecting on their learning, such as making chocolate crispy buns. Children's independence is satisfactorily supported. For example, they can choose from a suitable range of accessible indoor resources, which appropriately foster their play and exploration. However, children have fewer opportunities to develop imagination and engage in active learning in the garden because of a lack of flexible resources that can be used, moved and combined in different ways. Children are encouraged to manage self-care skills, such as taking off their coat on their arrival. They are sociable with the childminder and other adults. For example, they readily engage them in their play, inviting them to make things with the dough or have a pretend cup of tea. The childminder takes children to toddler groups to foster their developing social skills further as they mix with other children. The childminder fosters children's confidence and self-esteem by acknowledging their achievements. Children respond positively to the childminder's requests and are encouraged to develop social skills, such as using good manners, through the childminder's positive role modelling.

The effectiveness of the leadership and management of the early years

provision

Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, the childminder has improved her knowledge and understanding of the Early Years Foundation Stage. Consequently, she has implemented appropriate changes. As part of this, she has obtained and is now guided by the most current early year's framework and has attended training. There are now appropriate arrangements in place for notifying Ofsted of changes to persons living or working in the household in order for their suitability to be determined. The childminder has improved her risk assessments, ensuring that all hazards are now identified and minimised. She has attended first-aid training and developed her knowledge of how to appropriately record accidents and incidents. Consequently, children's welfare is promoted. The childminder has attended child protection training and updated her safeguarding policies and procedures. Consequently, she has up-to-date knowledge of possible signs of abuse or neglect and of whom she should refer concerns to, in order to protect children. Because of the childminder's improved knowledge of the areas of learning and increased resources, she better supports children's learning. The childminder has introduced systems to help her assess children's progress. These are, however, still in their infancy and therefore, not yet fully embedded to ensure children are making the best progress they can. The childminder has strengthened partnership working with parents and other providers, leading to improved communication and consistency in children's care and learning. She has also reviewed how the progress check for children between the ages of two and three years is carried out. Although, she lacks a secure understanding of how this is used to promote integral working with other health professionals.

The success of the improvements made is attributed to the childminder's developing self-evaluation systems and her positive approach to sustaining improvements and continuing to raise children's achievements. For example, she works closely with her local authority advisers and welcomes advice, reflected in suitable action plans. She also implements suggestions made by her childminding mentor, to enhance her provision. Furthermore, she makes use of early years publications to improve her knowledge and introduce new activity ideas. Future plans, such as accessing further free courses offered by her local authority and on-line courses, are suitably identified by the childminder.

Parents are appropriately informed about different aspects of the childminding service when their children enrol. Daily face-to-face exchanges keep parents suitably up to date with their children's care, in order to promote a shared and consistent approach. The childminder has established suitable links with providers where children attend other settings. For example, information is exchanged about children's interests and how to support learning together, such as their speech and language. Consequently, the childminder can complement and balance children's experiences with those in 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	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	EY398352
Local authority	Bradford
Inspection number	985501
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	27/06/2014
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.

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