

Inspection date	22/09/2014
Previous inspection date	19/07/2010

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

- The childminder supports children well and offers purposeful and developmentally appropriate activities. Consequently, children make good progress in their learning.
- The childminder has developed excellent relationships with the children in her care. This supports their personal and social development very well.
- Effective and robust systems are in place to keep children safe. The childminder understands the action to take if she has any concerns about a child's welfare. This means that children are kept very safe and their well-being is promoted.
- Strong relationships are developed with parents, and the childminder shares information with them regularly. As a result, parents are fully informed about their children's progress.
- Children feel safe and secure and are emotionally well supported when they move from home to the setting. This is because effective measures are in place to support them during this time.

It is not yet outstanding because

- Opportunities to further extend children's independent access to the outdoors are not fully maximised.

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 looked at areas of the premises where childcare is provided and observed children playing.
- The inspector looked at children's learning journey records and a selection of policies and children's records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection, and involved the childminder in a joint observation of an activity.
- The inspector took account of the information provided from parents.
- The inspector checked evidence of the childminder's qualifications and verified that suitability checks have been completed on all adults in the household.

Inspector

Kate Banfield

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and two children aged 14 and 12 years in Shipley, West Yorkshire. The playroom, kitchen, bathroom and hallway are used for childminding. Children are taken out daily to the local parks and groups. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5pm, Monday to Friday. In addition, she offers overnight and weekend sessions. The childminder supports children who speak English as an additional language. She is a member of Professional Association for Childcare and Early Years and has a level 3 qualification.

What the setting needs to do to improve further

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

- provide further opportunities for children to independently access the garden, to promote their choice and extend learning.

Inspection judgements

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

The childminder resources her playroom well for children to explore and follow their own interests. They enjoy a wide range of good quality resources that they can access independently. As a result, children are happy and engaged. For instance, the childminder has developed a basket of hair materials including a hairdryer, clips, combs, rollers and shampoo bottles. The childminder skilfully engages and develops the children's imagination as they play. Consequently, they are effectively developing their ability to imagine and pretend. The quality of teaching is good. The childminder has attended 'Every Child a Talker' training and is very skilful at supporting, scaffolding and extending children's emerging vocabulary. She uses a variety of teaching strategies that include good eye contact and open questions to reinforce and expand the children's language effectively. As a result, children are making good progress in their communication and language skills.

Effective and responsive teaching is evident. The childminder uses the children's interests, such as reading a favourite book. She holds them close, gives them time to look at the pictures and name them. She is enthusiastic as she reads the story and uses good intonation. The childminder provides positive feedback and encouragement, and effectively focuses and maintains children's concentration in a sustained way. Consequently, children are developing good literacy skills and a love of books. The childminder provides activities that effectively promote children's understanding of shape,

colour, textures and mathematics. She is aware of the interests and levels of development of the children and plans appropriate open-ended activities that meet their individual needs. For instance, she provides open access to materials, such as sand, painting, cutting and sticking. The children are able to choose different activities to explore and the childminder effectively supports their learning in each activity by using appropriate and effective teaching methods.

The childminder has good knowledge of how children learn and develop. She makes appropriate and accurate assessments of children's development and learning. When a child starts with the childminder, she assesses their development as part of a summative settling-in report. This provides the baseline for her to measure children's progress over time. The childminder has good arrangements in place to share children's progress with their parents. There is effective daily communication between the childminder and parents, highlighting what children have done well or enjoyed that day. The childminder regularly observes children and provides summative assessment of each child termly to identify and track progress. Children's learning and development is shared with parents and their next steps in learning are discussed.

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

Children are extremely settled and happy. The childminder provides a warm, welcoming and secure environment for children. This is because she offers settling-in visits and builds strong partnership with parents. The childminder follows the children's individual routines for sleep and comfort, which supports their security and their move into the setting. For example, children's comfort objects, such as blankets, are encouraged and their dependence on them is managed sensitively. The childminder respectfully takes children from parents, giving them lots of cuddles, finding a favourite book and taking time to read it together. As a result, the move between home and the setting is effectively supported, to ensure that children feel secure, calm and thrive. Children are prepared well for the move from the childminder to school. The childminder visits school with the child and meets with the teachers. All aspects of children's learning, development and welfare are discussed, which effectively supports their all-round development.

Children can access many of the resources in the playroom independently. Their artwork is unaltered and thoughtfully displayed. Children are encouraged to share resources in an age-appropriate way. For instance, when children are gluing, the childminder encourages them to take turns holding the pot. She makes good use of positive praise, making comments, such as 'You are very good at sharing'. She then provides an additional pot so children can have one each. This ensures that frustrations are kept to a minimum and appropriately takes account of children's age and stage of development. The childminder is very effective at supporting children's emotional understanding. She uses the tone of her voice and facial expressions to support children's understanding and emotional responses. She uses feeling words to support the children's growing personal and emotional understanding effectively, and in context. For example, she praises children for cuddling and being kind to the dolls, talks about feelings, such as sad and unhappy. This helps children to consider how their behaviour affects others, effectively extending their personal, social and emotional development.

Children are well supported in developing healthy lifestyles. They have daily access to the outdoors and visit the local park to access large outdoor equipment. This supports their developing physical skills and coordination. However, opportunities for children to enhance their learning further outdoors are not always provided. This is because the childminder does not make best use of the garden and children are not always able to choose to play in this area. Children's understanding of healthy lifestyles is further developed during snack and meal times. The childminder provides nutritious snack and meals for the children and sits with them while they eat. She talks about healthy foods and supports their growing independence in feeding themselves and in developing their understanding of healthy lifestyles. Children are encouraged and supported to wash their hands before eating, which promotes good hygiene practices.

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

Children are safeguarded well because the childminder is fully aware of her roles and responsibilities in keeping children safe. She has attended safeguarding training and additional courses to further develop her knowledge and understanding of how to keep children safe. The childminder's safeguarding policy is clear and parents are informed of the policy and procedure as part of their induction, when their child starts at the setting. The childminder ensures that the environment is risk assessed daily and she has robust systems in place so that the premises are kept secure. This ensures that there is no unauthorised access to the children. The childminder holds a relevant qualification and ensures that she keeps updated by attending short courses on subjects such as observation and assessment and supporting children with special educational needs and/or disabilities.

The childminder monitors and reflects on the quality of her setting. She identifies areas for development and priorities effectively. She has acted on all the actions and recommendations from her previous inspection and has improved her policies, assessment and the garden effectively. She involves parents' and children's views in the development of her setting and has a very positive and proactive approach towards continuous improvement. The childminder maintains a good overview of the educational programmes she provides for children, to ensure all areas of learning are covered. She monitors assessments on a termly basis, giving her good information regarding children's strengths and weaknesses. This enables her to address any areas where children may require additional support.

The childminder has developed highly effective relationships with parents. They describe how they feel listened to and that the shared care of their children is very successful. Parents say, 'The childminder listens to my views and my aspirations for my child and supports them'. Parents are very happy with the progress their children are making. This is because the childminder includes parents in the accurate assessments of their children's learning and development, and they work together to support the child. As a result, children make good progress and develop skills for their next stage of learning. The childminder works effectively with other providers and ensures that when children move

on to school that information about their learning and development is passed on. She regularly visits the local children's centre and understands the services they offer and how they can support families in her care if the need arises.

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	EY402953
Local authority	Bradford
Inspection number	875218
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19/07/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

