

Inspection date

01/09/2014

Previous inspection date

06/10/2011

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

- Good-quality teaching, which includes the childminder's effective interaction, ignites children's interest and enthusiasm for learning, and successfully supports children's language skills.
- Children develop secure attachments with the childminder, as a result of effective settling-in arrangements, during which precise information is obtained from parents to effectively meet their individual needs.
- Effective partnerships are held with parents because the childminder recognises the value of this in fully meeting children's care and educational needs, including by establishing strong channels of communication.
- The childminder successfully safeguards children because she has a good knowledge of child protection issues and undertakes good risk assessments, in order to minimise hazards and prevent accidents.

It is not yet outstanding because

- The childminder does not consistently limit noise and make spaces visually calm and orderly, in order to maximise children's concentration, and she does not fully optimise children's outdoor learning.
- The childminder does not always use developmentally appropriate furniture for children to sit at to consistently foster their independence and social skills.

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 lounge and kitchen diner.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and carried out a joint observation with the childminder.
- The inspector looked at a selection of policies and documentation, including children's records and verification of suitability checks.
- The inspector took account of the information provided in the childminder's self-evaluation form, local authority quality-improvement documents and in written feedback from parents.

Inspector

Rachel Ayo

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 children aged nine and six years in a house in the Oakworth area of Bradford. The childminder uses the whole of the ground floor and an enclosed rear garden for childminding. The childminder attends groups and visits local shops, the library and parks on a regular basis. There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder takes and collects children from the local school. The childminder is open all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance children's play and exploration, for example, by minimising noise from the radio and encouraging children to contribute to keeping the environment tidy, and by providing a greater range of open-ended and flexible resources that enhance the richness of outdoor play opportunities
- support children's independence and socialisation further, for example, by reviewing the equipment used for mealtimes and activities, such as painting.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and how children learn. Consequently, she provides a balance of indoor and outdoor activities, including interesting outings, for example, to media and train museums. There is a good mix of adult-led and child-initiated activities, to ensure that children have uninterrupted time to initiate their own play and learn skills that prepare them for their next stages in learning. Children show good levels of interest and engagement, and concentrate well overall as they play. However, as a result of the radio continually playing and children not being encouraged to tidy up regularly, this detracts, at times, from the environment being calm and orderly, in order to enhance children's concentration. There is a good variety of resources for all age groups to support their learning and development. For example, children show early imagination as they engage in pretend play with favourite role-play toys, such as dolls and the toy cooker. However, children's imaginative play is not fully maximised when accessing the garden, in terms of the creative resources available to them which can be moved, used and combined in different ways.

The childminder has a good understanding of the observation, assessment and planning process. She finds out what children know and can do once settled, in order to base children's next steps of learning on their current development and link this information to her planning. Records of learning, which include regular and precise assessments of the children's development, show that children are progressing well. The childminder is fully aware of children's interests, through her observations and good partnership working with parents. Parents are well informed about children's learning, for example, through the sharing of regular progress summaries, to which parents are asked to add comments. Parents are encouraged to support children's next steps for learning, in order to help children make the best possible progress, through a shared and consistent approach. Children are given time to try things for themselves. The childminder sensitively intervenes, when necessary, to support children's learning without over directing or taking over, for example, as they complete puzzles. This encourages children to persevere and minimises frustration, which results in them sustaining interest in self-chosen tasks and achieving what they set out to do.

The childminder helps children to develop early mathematical skills as she encourages them to turn the pieces of puzzle around, in order for them to fit successfully. The childminder motivates children. She enhances their play as she shows her own enjoyment when playing alongside them and sharing in their fun. This reflects in the children's own enthusiasm and enjoyment. Children clearly enjoy making marks with the paints, by using tools and their hands. As they do so, they develop early skills in reading and writing. While taking part in the activity, the childminder extends their learning by talking about the new colour that is created when two primary colours are mixed together. Children are inquisitive and enjoy finding out how things work. For example, they fix the small-world, magnetic train carriages together, sing enthusiastically into the microphone while using the karaoke machine and operate simple technology toys. Children's language development is effectively supported by the childminder's good-quality teaching. She asks open-ended questions as children play, to encourage their thinking. This results in children being confident communicators and using good language, especially given their age. For example, they make their needs known, ask simple questions and use simple, imaginative language while engaging in role play. Children's early interest in print is fostered by the childminder reading stories in an engaging manner. Children listen intently, carefully observing the pictures and learning about how stories are structured. This aspect of children's learning is enhanced through visits to the library and engaging in story sessions.

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

Close partnership working with parents contributes well to the effective settling-in programmes, which ensure that children feel comfortable and safe in a new environment. Parents are asked to complete a transition document with the childminder, in order for her to obtain information about the uniqueness of each child, such as their likes, dislikes and interests, and follow home routines, to ensure children's sense of emotional security. The success of children's gradual introduction is reflected in the secure attachments they have developed with the childminder. Furthermore, it is evidenced in children's confidence and how at ease they clearly are in the childminder's home.

The childminder organises resources at low level, in order to foster children's independence as they readily make choices about what they want to play with. They help with self-care tasks, such as washing hands and toilet training, and readily help themselves to their own drink. In addition, they are very sociable as they engage in simple cooperative play with role-play toys. They clearly enjoy the childminder's social interaction. Well-organised routines ensure that children feel secure and good use is made of facilities in the local and wider community. For example, toddler groups provide children with further opportunities to mix with larger groups of children, and learn to value and appreciate the similarities and differences between themselves and others. However, children's independence and opportunities to socialise are not always consistently fostered. For example, highchairs are still used for children as they paint or eat, when really they have outgrown these. The childminder does have a small, child-sized table and chairs, but this is only made use of when children are in the garden. The childminder enthusiastically praises children's achievements, such as successfully using the potty, fostering their self-esteem and confidence. Any very minor incidents of age-appropriate unwanted behaviour are addressed positively using distraction techniques and simple explanations.

The childminder promotes children's all round good health effectively. She provides healthy meals and snacks, which helps children to make positive choices about what they eat from an early age. She reinforces this through good hand washing routines. Children benefit from good access to outdoors, including through outings. They enjoy lots of fresh air and exercise, helping them to learn about the positive effects of this on their bodies. As they use more challenging equipment in local parks, children develop confidence in their large physical skills and learn about risk taking and keeping themselves safe.

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

The childminder has a secure knowledge of the Early Years Foundation Stage. Consequently, she fulfils her responsibilities in meeting the safeguarding and welfare, and the learning and development requirements well. She supports her practice and promotes the efficient and safe management of her childminding service, with a range of written policies, procedures and record-keeping systems. The childminder monitors children's individual progress, in order to support each child's achievements and ensure they experience good-quality care and a varied curriculum. Furthermore, she is able to secure early support where children are identified as working below development expectations.

Children's welfare is promoted through the childminder implementing safe practices. She undertakes risk assessments to identify and minimise hazards. For instance, she keeps the doors locked for security, removes hazardous substances and prevents access to the stairs by using a safety gate. The childminder can identify a range of possible signs and symptoms of abuse or neglect, and there are clear reporting procedures in place where concerns of this nature arise. This helps to ensure children's well-being and safety. Parents are well informed about the childminding service when their children enrol and through ongoing communication. For example, the childminder uses progress diaries to share information, along with daily face-to-face exchanges, as children are dropped off

and collected. Consequently, there is a consistent approach to children's care and education.

The childminder demonstrates a good commitment to improving children's care and achievements over time. She has established effective support networks, for example, with other childminders and has made good progress since her last inspection. This includes addressing recommendations, which has had a positive impact on children's welfare and learning, and demonstrates the childminder's ability to sustain improvement. As part of the childminder's systems for self-evaluation, she makes good use of local authority quality-improvement documents, such as inclusion audits. The childminder keeps up to date with changes to requirements, and makes use of training, in order to continually seek ways to develop the level of care and education she provides and improve her provision. The views of parents and children are gathered to help the childminder inform her service. Parents express very complimentary comments about the childminder, and her care and education of their children, in pre-inspection letters. For example, they comment on the good progress their children have made during their time with the childminder.

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	EY408247
Local authority	Bradford
Inspection number	879604
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	06/10/2011
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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