

Inspection date	03/12/2014
Previous inspection date	07/08/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has a good understand of safeguarding. As a result, children and babies are protected and kept safe from harm.
- Children and babies develop close attachments to the childminder. This is because she is proactive in supporting them during daily activities and routines.
- The childminder uses assessment effectively to support children's and babies' next stages in learning, resulting in them making good progress towards the early learning goals.
- The childminder works well in partnerships with parents and other professionals to support children's learning and care routines so their needs are met.
- Children develop strong independence skills. This is because the childminder encourages them to carry out tasks for themselves during daily activities and routines.

It is not yet outstanding because

- Opportunities for children and babies to develop their social skills through interacting with other children at planned activity times are not yet fully explored.
- Children are not always fully supported to develop their hygiene skills as far as possible, for example, when learning to wash their hands before meals.

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 play resources indoors and outdoors and toured the areas of the premises used for childminding.
- The inspector sampled a range of documents, including the children's records of learning and some policies and procedures, and discussed the childminder's self-evaluation.
- The inspector checked evidence of the suitability of the childminder and other adult household members.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities and interactions between the childminder and children.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child in the Baildon area of Bradford, West Yorkshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has cats and rabbits as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, of whom five are in 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 bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- build on children's and babies' developing social skills further, for example, by planning more group activities that enable them to learn from other children as they interact together and as they explore new situations
- promote children's further understanding of the importance of positive hygiene practices, for example, by ensuring that they complete routine tasks thoroughly, such as hand washing.

Inspection judgements

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

The childminder effectively understands children's and babies' individual learning needs. As a consequence, they receive strong support to help them make good progress across the seven areas of learning. Children and babies are developing comfortably within the typical range of development expected for their age, according to their starting points and time spent at the provision. The quality of teaching is good overall. Children and babies receive a balanced and broad range of activities that present challenges for them. For example, they receive effective opportunities to develop their understanding of the world as they freely explore a variety of sensory resources, such as investigating the large shiny metallic sheet. They are animated as they listen to the sound it makes with the childminder. Skilful introduction of a planned, creative activity ignites the babies' interests, because the materials are varied in texture and brightly coloured. In addition, the childminder is enthusiastic and cheerful with her interactions. She helps the babies start to distinguish the differences in the colours, by pointing them out clearly as the babies investigate the resources. Children are developing their small physical skills well as they

make good attempts at picking up small pieces of brightly coloured paper. The childminder cleverly introduces other media, such as glitter at the right time. This keeps the babies fully engaged as they enjoy their achievement when they successfully shake the glitter on to the paper and make marks with their hands.

Children are developing strong mathematical skills. For example, the purposeful interaction from the childminder helps them recognise different shapes through exploring creative resources. Children learn to use mathematical language, such as small, medium and large. For example, the childminder actively encourages them to find the correct size of object in a game and then put the objects in order of size. They are challenged and achieve the task successfully. In addition, the childminder introduces effective challenges to children's developing literacy skills during the same activity. This is because she encourages the children to point to the correct word as they find the right shape. She successfully teaches them to recognise their name through the use of familiar labelling. In addition to this the childminder supports the children cheerfully as they make good attempts at writing their name. The childminder focuses clearly on children's and babies' developing language skills, as she skilfully communicates with them. As a result, babies strongly communicate through using gestures, and experimenting with sounds and words. Older and more able children ask questions freely and they follow directions throughout daily events. The childminder successfully uses planned activity times to support children's and babies' individualised learning. For example, she focuses effectively on the planned learning outcome to help children and babies make good progress. However, the childminder does not always fully consider how children and babies' gain from interacting together in planned group activities, for example, to enable them to learn from each other through their interactions, in order to further develop their learning and build on their social skills.

The childminder uses the good observations and assessments of children effectively to inform planning for their next stages in learning across the seven areas. The childminder identifies appropriate areas of learning to extend, to match children's current level of development. For example, she targets observations successfully to ensure that the children learn to recognise familiar words and start to write their own name. In addition, regular tracking and summaries of how children are developing helps the childminder consolidate what they already know and can do. This helps her make clear, targeted plans for their future learning. All of this promotes their next stages in learning and prepares them effectively for school. Good partnerships with the parents are established. This ensures that the two-way flow of information is consistently shared to support children's learning and development. For example, the childminder collects useful information from the parents before children start at the setting, to support their future learning plans. She discusses plans to support children's next stages in learning. The childminder has a clear understanding of the purpose of effectively implementing the progress check completed for children aged between two and three years. For example, she has the knowledge and the information of how children make progress to enable her to demonstrate to the parents how they are developing in the prime areas of learning when the appropriate time arises.

The childminder supports children's and babies' rapidly developing independence effectively during daily events. For example, they freely explore and select resources that they enjoy and support their interests. During their exploration, the childminder takes the opportunity to pose questions. This supports children and babies with carrying out tasks themselves, such as working out the best way to use cutlery to cut up fruit and feeding themselves. All of this creates enjoyable experiences and challenges for the children. As a result of the good support that they receive, the children develop close attachments and positive relationships with the childminder. The childminder frequently praises them, for example, she recognises their achievements as they create their own pictures and name shapes. As a result of the praise that they receive, the children and babies smile happily, confidently explore the environment and their behaviour is good. The resources are maintained well and are easily accessible and appropriate for their differing developmental stages.

Children are developing a good understanding of the importance of living a healthy lifestyle. This is because the childminder ensures that they receive regular outdoor and indoor activities that promote exercise. They are learning the importance of eating healthy foods. For example, the childminder gives them a good balance of nutritious foods, such as a variety of fruit choices at snack time. Menus include a healthy balance of food groups and include important information for herself and parents about what food components they contain, such as dairy and gluten. This helps the childminder plan to avoid certain foods, which may affect children with certain allergies. The childminder talks to the children about the importance of eating healthy foods, as she actively encourages them to help her in food preparation. This supports children's thinking and promotes their good health and understanding of how to make healthy choices. Children are cared for in a hygienically maintained environment, which is safe and risk assessed effectively. This ensures that children and babies can safely investigate the environment and resources indoors and outdoors. Sleeping babies are carefully monitored to assure their safety and well-being. Children learn about risks and how to manage them. For example, the childminder is proactive in teaching children how to cross roads safely and about using resources carefully. The childminder supports babies with routine hygiene processes well, such as hand washing. This supports their health and well-being. She encourages older and more able children to clean their hands themselves. However, the childminder does miss opportunities to ensure the task is successfully completed to further support their good health.

The good support that the children receive to help them develop strong skills, for example, independence skills, prepares them effectively for when they move from the provision to nursery and school. The childminder makes sure she works closely with the parents at these times to ensure that the children receive consistent support when they move on to another provision. For example, this includes talking about changes with the parents and talking to children about the process, such as what happens at school. This supports children's emotional well-being effectively because they can openly discuss experiences and start to make sense of them.

The effectiveness of the leadership and management of the early years

provision

The childminder implements the safeguarding and welfare requirements effectively. For example, she has a clear understanding of how to keep children safe from harm and who to contact if any concerns arise about a child in her care. She is aware of what type of concerns must be acted on and the relevant professional body to notify if necessary. The childminder has a good knowledge of how to implement the learning and development requirements for all children and babies. This is reflected in the successful planning of activities and routines that meet their individual needs and address any gaps in learning. She monitors the quality of teaching and the educational programmes effectively to ensure that children and babies continue to make good progress towards the early learning goals.

The childminder has made good progress since the last inspection, when a number of actions were raised to support children. She has reflected on her practice clearly and purposefully and has taken advice from the local authority advisor and worked very hard to make the required changes to support children. The improvements made are strong. For example, the childminder has updated her paediatric first-aid training promptly and ensured all relevant suitability checks on household members are complete. In addition, the childminder has thoroughly reviewed her behaviour management policy, which is now implemented effectively. She has rigorously reviewed her risk assessments and made changes to ensure children's safety is robustly improved. For example, extra safety measures have been successfully implemented through the use of a monitor, which enables the childminder to supervise the babies' sleep activity. All of this means that the childminder has effectively improved her practice to support children's safety and well-being. The childminder has successfully improved the organisation of the environment activities and resources, to ensure that babies receive challenging experiences to support their full exploratory skills. This means she has taken effective steps to improve children's learning and development. The childminder is reflective and has also taken other strong and positive steps, to monitor and further improve her practice, in addition to the required improvements. For example, the childminder has reviewed all her policies and procedures to ensure that she continues to fully meet the requirements expected to support children. The childminder has improved her information sharing with parents by encouraging parents to add more written comments on their children's records of learning. This enables the childminder to take good account of the parents' views by actively seeking their opinions about the quality of the provision, to further support children's learning. Parents' written comments indicate that they are happy with how their children are cared for and the progress they make in their learning while in the childminder's care. The childminder has a good awareness of her strengths and areas for development. In addition, she has a very good attitude towards making continuous improvements for the benefit of children. For example, as well as working with the local authority advisor to make the required improvements, she also undertakes their advice to further develop her knowledge and skills. She then uses the knowledge gained to improve her practice in supporting children.

The childminder forms good relationships with the parents. She maintains a regular, two-way flow of information to ensure that the children's care and learning needs are effectively met. The childminder forms strong links with other early years provisions where children also attend, so she can maintain a consistent approach to their care and learning

needs. The childminder demonstrates a good understanding of the importance of working in partnership with other professionals and agencies, at the appropriate time. This ensures that the childminder is effectively prepared to support children in a variety of different situations as they arise.

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	EY425072
Local authority	Bradford
Inspection number	987268
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	07/08/2014
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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