

Inspection date

Previous inspection date

31/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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's self-esteem and confidence are supported well through the childminder's consistent use of praise and encouragement.
- The childminder installs a sense of well-being and has warm relationships with the children, which means that they feel safe and secure. As a result, they are happy and enjoy their time at the setting.
- The childminder has a sound understanding of how young children learn. She provides a wide range of opportunities to promote children's learning through play. These take place in her home and garden, at local community groups and the children's centre.

It is not yet good because

- Assessment is not used effectively to monitor children's progress, so it is not fully ensured that the educational programmes effectively support children in their learning and this, therefore, restricts the speed of progress children make.
- Partnership working with other settings is not yet fully embedded. This impacts on the continuity of children's learning and development.

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 childminder's interaction with the children.
- The inspector discussed the self-evaluation document and the use of the 'Development Matters in the Early Years Foundation Stage' guide.
- The inspector sampled documents, including children's development records, safeguarding arrangements and risk assessments.
- The inspector observed the resources on offer in the living room and dining room and how they are organised to support children's learning.

Inspector

Shazaad Ashad

Full Report

Information about the setting

The childminder was registered in 2012. She lives in Silsden, Keighley, West Yorkshire. She lives with her husband and two children aged three-years-old and 12 months old. The whole of the ground floor of the property, along with a first floor bathroom, is used for childminding purposes. There is a fully enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and on both the voluntary and

compulsory parts of the Childcare Register. The childminder operates Monday to Friday, all year round. Currently, there are four children on roll, of which three are in the early years age range. The childminder is able to take and collect children from the local schools and pre-schools.

What the setting needs to do to improve further

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

- develop knowledge and understanding of the learning and development requirements by; using robust observation and assessment of children's learning to identify their next steps: planning for individual children, taking into account their interests and the next steps in their learning.

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

- develop further partnerships with other professionals, such as primary school teachers and other early years providers, to ensure children receive appropriate support and intervention in their learning and development.

Inspection judgements

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

The childminder has a suitable knowledge of the Early Years Foundation Stage learning and development requirements. She observes children as they enjoy child-initiated free-play and gives them enough support to promote their overall learning and development. However, the childminder is not yet completing rigorous observations or assessments, so it is not possible to track how much progress children have made in their learning and development, during their time in the setting. Therefore, plans for learning do not accurately identify their next steps, although, children are meeting the developmental milestones for their age. In addition, educational programmes do not clearly identify how children make good progress across all areas of learning.

The childminder encourages children to choose what to play with and they take part in baking and mixing play dough with enthusiasm. Children sit and handle the objects, concentrating and exploring the touch and feel of baking flour materials. They pretend to make buns and cakes for their peers and are beginning to recognise concepts. For example, the children say, the mixture is 'smooth and sticky'. Comparisons are made once the cakes are cooked. This activity also helps to promote children's early mathematical skills and communication and literacy skills. Children make sound progress as the

childminder provides and supports them through providing challenging activities. For example, one child decides they have had enough of baking at some point during the activity. The childminder offers encouragement and support to help them to persevere. With this extra motivation, the child finishes the process of mixing the ingredients together and helps spoon the mixture ready to bake. The childminder offers new ideas and extends children's vocabulary sufficiently through the introduction and reinforcement of the new words, such 'very doughy'. Therefore, children's language development is adequately supported through conversations during activities, story time and care routines. A wide variety of books are available for children to access, which helps them to develop a love of books and learn how to value and use them, thus, promoting early literacy skills. Consequently, children's understanding of spoken language and their vocabulary is in line with the developmental bands for their age.

Children explore a range of toy elephant animals and practise placing them in different positions in the tree house. They play imaginatively with role play resources, such as dolls and small world toys. For example, they nurse the baby elephant as it drops from the tree house and explain that they are taking care of the animals. This demonstrates that children have an understanding of caring and showing concern for others. Children, who are developing their physical skills, are supported very well, as the childminder provides tailored opportunities for them to move freely around the house. They chase the soft ball, select favourite sit and ride games and complete daily walks to school. They also make use of facilities at other settings, including visiting playgroup, childminder's home and the children's centre.

The childminder is beginning to develop partnerships with parents and the 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. Parents are able to be actively involved in the children's learning and development as they are asked to contribute to the learning files. Transition arrangements with other settings are in their infancy. They are not embedded fully and there is plenty of scope to refine the partnerships with other settings. The current developing plans do not fully ensure consistency and continuity for identifying any gaps in the children's learning.

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

The childminder has quickly developed strong and positive relationships with the children in her care. She promotes a strong sense of security and emotional well-being. Consequently, children's welfare needs are met promptly and effectively. Children are encouraged to make independent choices and plenty of reassurance is provided when they seek approval. The childminder effectively supports children in becoming self-assured and confident learners. For example, she allows enough opportunity for children to develop responsibility for themselves during the daily routines. This means that children's growing independent skills are developing very well. The childminder is attentive to children. She is quick to remind them to be careful when handling small tools and children demonstrate that they understand the rules. For example, they explain why it is not safe to ride the wheeled toys too quickly indoors. As a result, children are developing a good awareness of

how to manage everyday risks. She encourages them to 'stop, look and listen' when crossing roads on the daily walk to school and children know that they have to hold hands when out in the local community. Children listen attentively and respond well to instructions. The childminder sets good examples for children and encourages them to show kindness to others. For example, she encourages the children to be caring to others as they discuss feelings and emotions. An extensive range of toys, books and planned activities are used successfully to provide opportunities for children to develop an awareness of the wider world. As a result, children are beginning to identify and respect people's differences. For example, the Spanish word board display is used to talk around differences in people and language.

Children develop a good understanding of the need for a healthy diet. They enjoy healthy snacks and home-cooked meals. Good hygiene procedures are in place and children are beginning to understand why it is important to keep themselves clean, for example, by washing their hands before eating and after toileting. Daily opportunities for outdoor play and exploration are provided. Children benefit from the close proximity of the local children's centre and the well-resourced outdoor play spaces. They enjoy regular visits to play, run, climb, swing and slide in the fresh air. Children respond well to the childminder's requests and are well behaved.

Partnerships are developing well and suitable systems are in place to ensure continuity of care. For example, daily verbal exchange of relevant information around children's care needs ensures that parents are kept informed about their routines. Parents also feedback positive comments about the settling-in arrangements in questionnaires and they have contributed comments to the children's learning journals.

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

Safeguarding procedures are sound. The childminder is confident in her ability to identify, record and report child protection concerns if necessary. She completes a risk assessment of the premises, toys and equipment, in order to provide a safe, secure, child-centred and enabling environment. Children are appropriately encouraged to manage risk for themselves through their daily routine activities, discussion and practise of safety drills. The childminder has a valid paediatric first aid certificate. As a result, she is able to protect children from risk of harm and treat minor injuries if required. She has a sound range of written policies and procedures in place, which are shared and agreed with parents. As a result, she is able to maintain consistency in practices, such as behaviour management and the administration of medication. In addition, records of all visitors are maintained.

The childminder is keen to improve her service and is working closely with the local authority to enhance her service. For example, she makes use of the childminding mentoring support service and has identified future areas of development through planned training events. At present, the children's assessments are not fully refined as they do not clearly show how individual children's needs for learning and development are tested against the 'Development Matters in the Early Years Foundation Stage' document.

The childminder has daily contact with parents to support their working relationship. She exchanges information verbally and through the use of the learning journals. The childminder demonstrates a sound understanding of the benefits of sharing relevant information with other practitioners and agencies to ensure continuity and coherence. At present, the developing transition arrangements are not yet fully refined. Consequently, some children do not always receive swift intervention to support their individual development.

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	EY449503
Local authority	Bradford
Inspection number	880055
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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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