

Inspection date

Previous inspection date

21/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 understands the children's individual learning needs effectively. This results in children receiving strong support to help them progress towards the early learning goals.
- Regular monitoring of how the provision operates ensures that the children's safety, well-being and learning are effectively supported.
- Children are safe and protected. This is because the childminder has a strong understanding of how to safeguard them.
- Children develop close attachments to the childminder. This is because she gives them good quality time and interacts with them purposefully during activities, and she praises them frequently during the day.

It is not yet outstanding because

- The childminder has not explored other ways to make the best possible use of visual text in home languages other than English, to support children's early literacy skills.
- There is scope to promote the two-way flow of information with parents more consistently to help plan and share ideas about how children can make even better progress.

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 sampled a range of documents, including evidence of the suitability checks for the childminder and adults in the household, evaluation records, the children's records of learning and the policies and procedures.
- The inspector spoke to the children present and to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector observed play activities and resources indoors and outdoors.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, four adult children and one child aged five years in the Eccleshill area of Bradford, West Yorkshire. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends a playgroup and activities at the local church. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently eight children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except 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:

- promote the two-way sharing of information with parents more consistently, to further support children's ongoing learning
- extend the opportunities to support children's literacy skills by, for example, increasing the use of visual text within the environment in children's individual home languages to be used alongside English.

Inspection judgements

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

The childminder understands the children's individual learning needs effectively. This results in the differing abilities of children receiving strong support to help them make progress towards the early learning goals, across the educational programmes. Children are developing comfortably within the typical range of development expected for their age and they have made good progress since attending the provision, according to their starting points. The quality of teaching is good. The childminder plans an interesting range of experiences that offer challenges for the children across the seven areas of learning. For example, she is skilful at helping children be totally absorbed throughout their time at the provision. A creative activity chosen by the children is supported very well. The childminder takes the opportunity to extend children's understanding about colour by introducing a variety of brightly coloured paints for them to explore. Purposeful, open-ended questioning helps them name the colours and they are taught new ones. The childminder skilfully introduces a range of tools for them to explore. This involves children developing small physical skills as they carry out the activity and they talk about the shapes they have created.

Children have many opportunities to develop literacy skills effectively. For example, they make marks in paint and access books. The childminder successfully helps children understand words have meaning and at the same time introduces mathematics. For example, she teaches children the concepts of full, half full and empty in a sand activity outside. She helps them match the picture displayed to the full or empty tub of sand they have created, and she then helps them point to and repeat the word written. Children who speak home languages other than English receive good support overall. For example, the childminder supports children individually and in groups to enable them to speak English clearly. However, there is less evidence of text in home languages other than English, such as dual-language books and labelling, in order to help children make even better progress with their literacy skills.

Assessments of children's progress are used effectively to inform planning of their next steps in learning across the seven areas. The childminder identifies appropriate areas of learning to extend, matched to children's individuality. Clear written tracking and summaries of how children are developing mean that the childminder can consolidate what they already know and can do. This helps her make clear and effective plans for the children's next stages in learning. All of this supports the children's school readiness successfully. Strong partnerships with the parents are established. This ensures that information is shared to support children's progress. For example, the childminder gathers useful background information from parents before children start at the setting, to support future learning plans, and she talks to parents about children's current learning. However, she has not yet fully developed a consistent way of collecting and sharing information from all parents about children's ongoing learning and development to enable her to reflect on and use the information when planning activities. The childminder has a good understanding of the purpose of the progress check for children between the ages of two and three years, and she implements this process effectively to support children in the prime areas of learning.

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

Children's rapidly developing independence skills are effectively supported by the childminder during daily events. For example, the children have freedom to play and explore and choose from a good quality range of resources indoors and outdoors. During children's exploration, the childminder talks to them all the time and uses open-ended questions at the right time. This supports their thinking as they develop strong self-care skills. She is proactive in adding additional props as they play. This results in the children being motivated and interested with the activities available to them. The childminder encourages children to develop strong social and confidence skills by going on trips and to community activity groups. In addition, the children develop positive relationships and attachments to the childminder because she takes a real interest in their needs and their development, involving herself purposefully and giving them good quality time. She regularly praises the children during activities and routines, such as when she sets challenges to help set up activities and name colours, and as they sing and use musical instruments. The children respond by smiling and their self-esteem is given a boost, and as a result, their behaviour is good.

Children develop a strong understanding of the importance of living a healthy lifestyle. This is because the childminder ensures that the children have free-flow access to outdoor play where they enjoy a range of physical outdoor activities in the fresh air, such as jumping, climbing and balancing. The children are developing a strong understanding of the importance of eating the right foods to keep them healthy. This is because they are offered healthy food choices, incorporating a balance of food groups that also include lots of fresh fruit and vegetables at each meal. Children are cared for in an effectively maintained home environment which is hygienically kept and safe for children. This means the children can investigate the environment freely. The children learn about risks and how to manage them. For example, the childminder teaches them how to climb stairs appropriately and how to walk safely on outings. She involves them further in discussions, which helps them balance and learn about risks successfully. For example, the children know that they have to stay with her on outings and why.

The strong support that the children receive to help them make positive relationships and confidence gives them a solid foundation. This prepares them effectively for their transitions between the provision to playgroup and school. In addition, the childminder ensures she talks to children about potential changes and what it is like at a different provision. The process of supporting children through changes also involves liaising with parents and other early years professionals about any circumstances that may affect the children's well-being. The childminder works closely alongside parents when they first start at the provision. For example, she is proactive in finding out about their individual needs so she can give them good support. Consequently, the childminder meets the children's care and learning needs successfully.

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

The safeguarding and welfare requirements are effectively implemented by the childminder to support children. For example, she has a strong knowledge of how to protect children and therefore keep them safe from harm. The childminder has a good understanding of the importance of ensuring all persons whom have unsupervised contact with children have appropriate background checks. Safeguarding and health and safety policies are effectively maintained and a clear source of information for parents to support children's safety and their well-being.

The childminder implements the learning and development requirements successfully for all children. This is demonstrated in the clear and sharply focused assessments that are used to support children's individualised learning. The childminder forms good relationships with parents. She liaises with them regularly to ensure that their all-round development is effectively supported. This is the childminder's first inspection since registration and she is proactive in monitoring her practice to support children. For example, she regularly reviews how she implements children's learning and how she keeps children safe. The childminder takes good account of parents' views on the provision through using a questionnaire. She has a good commitment to improving her provision and sets clear plans for future development to ensure she makes ongoing improvements

for children. The childminder liaises with the local authority and takes on their advice to ensure she improves her provision. Since registration, for example, she has effectively developed her knowledge on how to implement a broad range of activities that link to the educational programmes to support children's individual learning needs indoors and outdoors. This supports children's learning and well-being effectively. The childminder takes good account of the children's views. For example, she is very good at ensuring that they are listened to and have choices through the day. This supports their confidence and learning.

The childminder forms effective links with other early years provisions where children also attend to support children's care and learning. She 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 and as they arise.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY462070
Local authority	Bradford
Inspection number	936633
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
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

