

Inspection date

Previous inspection date

31/10/2012

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 3

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 form close bonds and secure emotional attachments with the childminder. Consequently, they are happy, confident and at ease as they explore their environment.
- Positive relationships are established with parents. As a result, children's individual care needs are met through a coherent approach, which fosters their sense of security.
- The childminder uses positive strategies to support children's developing understanding of boundaries and appropriate behaviour. They receive frequent and meaningful praise and encouragement, which fosters their self-esteem and confidence.

It is not yet good because

- The childminder does not establish what children know and can do when they first attend in order to build on this knowledge and ensure that planned activities are well matched to each child's stage of development. She does not engage parents in contributing to initial assessments, or encourage them to fully contribute to or support their children's learning.
- The childminder is less secure in her knowledge of mathematics. She does not make good use of resources and activities which enable young children to learn about the concepts of shape, space and measure.
- Self-evaluation lacks rigour because it does not fully reflect a drive for improvement through the identification of strengths and weaknesses, in order to inform a clear improvement plan.

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 activities and care routines in the lounge, garden and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at a selection of policies and children's records.

Inspector

Rachel Ayo

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and one child aged 13 in the Odsal area of Bradford. She uses the whole ground floor of the house, the first floor bathroom and the garden for childminding. The family has a dog and a cat.

The childminder has completed basic training including first aid and child protection. She

visits the local shops and park on a regular basis. She collects children from the local school. There is currently one child on roll in the early years age group, who attends for a variety of sessions, and one school-age child who attends after school. The childminder operates from 7.30am to 6pm, Monday to Friday, except for Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that an accurate assessment of children's prior skills, knowledge and understanding is undertaken on entry, in order to effectively use this information to plan a challenging and enjoyable experience for each child based on what they already know and can do
- develop the educational programmes for mathematics by providing a variety of resources and activities which help young children learn to fit shapes into spaces.

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

- extend partnership working with parents by encouraging them to contribute to initial assessments of children's starting points and by encouraging them to support and share information about their children's learning and development at home
- use self-evaluation to monitor, analyse and assess strengths and weaknesses, in order to drive improvement.

Inspection judgements

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

The childminder has a satisfactory knowledge of the seven areas of learning. She provides an adequate range of age-appropriate activities which suitably capture children's interests and help them make steady progress within the developmental milestones for their age. The childminder provides a balance of adult-led and child-initiated activities, allowing children to make independent choices in their play from a satisfactory range of toys. These are set up adequately in the lounge, creating a suitably welcoming learning environment. However, resources or activities which help children explore the concepts of shape, space and measure are not effectively planned or provided for.

Children demonstrate their developing physical skills and delight in attempting to roll and kick a small and large ball in the direction of the plastic skittles. Their interest and

concentration are sustained through the childminder's praise and encouragement, as they successfully knock these down. They are actively encouraged to try again, helping them persevere as they learn a new skill. Children practise their fine motor skills as they carefully attempt to build a tower with small wooden blocks with support from the childminder. She motivates and engages them by exemplifying the activity first and encouraging them to try. As they attempt to build their own tower, the childminder spontaneously counts to support their understanding of number.

The childminder models language appropriately to support children's communication skills, helping them express their ideas and extend their use of new words. They attempt to copy familiar expressions, use sounds in play and copy single words. They delight in engaging adults in their imaginative play as they use the inspector's leg as a road and ramp for the toy motorbike. Children clearly enjoy playing in the garden on the scooter, learning the skills required to balance and manoeuvre this over paving stones. Due to them being slightly uneven, children are able to take managed risks under close supervision and experience greater levels of challenge. Visits to the farm provide wider learning experiences for children to extend their knowledge of the world around them and observe different aspects of nature.

Children's profiles evidence observations of what they do and formal and informal planning adequately supports their next steps. The childminder finds out about children's interests through an 'all about me' document and incorporates this information within her provision. However, planning is not fully informed from precise assessments of children's prior skills, knowledge and understanding on entry. This makes it difficult for the childminder to effectively track children's progress and ensure that planning is accurately informed from their starting points. Parents access their child's profile regularly, which keeps them suitably informed about their child's development. Although as initial assessments are not currently undertaken, parents are not involved in the process. In addition, they are not given precise information as to how to support their children's learning at home in order to help children make optimum progress.

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

Due to the childminder's warm and friendly approach and positive partnership working with parents, children settle well and develop emotional well-being. Parents are actively encouraged to share what they know about their child and, as a result, children's individual needs are appropriately catered for. Home routines are followed to ensure continuity of care, which helps children become familiar with routines during their transition period from home to the setting. Children are able to explore their environment safely through satisfactory risk assessments which minimise hazards. They freely move between the lounge and kitchen, unable to access the stairs due to a safety gate being in place. They play securely in the home and garden due to a bell being fitted to the gate, which closely monitors access to the premises. Information cards and badges, for example, promote children's safety on outings.

The provision of mostly freshly prepared meals and healthy snacks helps children form healthy eating habits from an early age. Children are suitably encouraged to manage their

personal tasks appropriate to their ages. For example, they help themselves to a drink from their accessible beaker and express their need for more apple, as they happily tuck into this. They learn about care practices in terms of hygiene as they wash their hands before eating. Children develop a suitable awareness of the need for physical exercise through outings to parks and indoor play gyms. This enables them to explore a more varied range of equipment, practise their existing physical skills and develop confidence as they learn new ways of moving their bodies.

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

The childminder has some systems for reviewing her practice, such as liaising with other childminders for advice and liaising with her early years support worker. She has enhanced resources depicting positive images of diversity in response to completing her local authority inclusion and environment audit. However, her own self-assessment of the provision as a whole lacks rigour as there is no clear improvement plan and vision for the service in order to effectively prioritise areas for development. She does, however, encourage parents to share their views about her service through questionnaires, which contain complimentary comments. The childminder demonstrates a positive approach to accessing training in order to enhance her provision, having recently attended a course on assessment and record keeping.

The childminder has a suitable understanding of the safeguarding and welfare requirements with a sound knowledge of child protection procedures. She is clear as to where she would seek advice and holds the most recent guidance and procedures. However, the childminder is less secure in her understanding of the learning and development requirements in terms of certain aspects of the educational programmes and the assessment process. Parents are well informed about the provision before their child's placement. For example, the childminder provides them with an information booklet. Ongoing information is exchanged suitably through a daily two-way flow of communication. The childminder is suitably aware of the requirement to work in partnership with other providers or professionals to meet children's individual needs, although there is no requirement for her to do so at present.

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	EY432275
Local authority	Bradford
Inspection number	795487
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	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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