

Inspection date

07/11/2012

Previous inspection date

10/11/2008

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

- Children are happy and settled in a friendly, welcoming environment in which their welfare, learning and development are promoted well. The childminder effectively raises children's awareness of health and safety issues through positive discussion and a range of related activities.
- Education programmes cover each of the seven areas of learning well. These include a range of interesting activities and experiences for children to enjoy. This ensures children make good progress in their learning and development.
- The childminder has made each of the downstairs rooms into playrooms. The resources are organised extremely well to encourage children's participation. This is complemented with a carefully planned outdoor area, which children freely access to maximise their play opportunities.

It is not yet outstanding because

- Resources are not effectively labelled to enhance opportunities for children to recognise words.
- There are few resources showing positive images of people with disabilities to support children's understanding of difference.

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 in the living room, role-play room and garden.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a range of policies and procedures.
- The inspector held discussions with the childminder and observed her interaction with the children.

Inspector

Cathryn Parry

Full Report

Information about the setting

The childminder was registered in 1996. She lives with her husband in a semi-detached house in Eldwick in Bradford, West Yorkshire. The whole of the ground floor is used for childminding purposes. Additional toilet facilities are available on the first floor along with two bedrooms, which are used for young children to sleep in during the day. There is a fully enclosed garden for outside play. The childminder works with her husband and daughter who are also registered as childminders. She has two dogs as pets.

The childminder has completed an early years qualification at level three, as well as first

aid and child protection training. She updates her knowledge through specific courses, such as food hygiene. She frequently attends several toddler groups and the local children's centre. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, of whom three are in the early years age group who attend for a variety of sessions. Six school-age children attend before and after school and during the school holidays. The childminder receives funding for the provision of free early education to two-, three- and four-year-old children. She cares for children Monday to Friday from 7am to 6pm for 48 weeks of the year. The childminder supports children with special educational needs and/or disabilities. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She receives support from the local authority.

What the setting needs to do to improve further

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

- develop further an environment rich in print, with particular regard to labelling resources to enhance children's awareness and recognition of the written word
- develop further resources showing positive images of people with disabilities, to raise children's awareness of people's similarities and differences.

Inspection judgements

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

The childminder's knowledge of how to promote children's learning and development is secure. She effectively implements this knowledge to encourage children to make good progress in all areas of learning. Thoughtful planning, which takes into account children's starting points enables children to be actively involved in a wide range of activities. Effective systems for observation and assessment are in place, which are linked to the areas of learning and plan for children's next steps. Consequently, they are challenged appropriately for their age and stage of development. Resources are extensive and attractively displayed to effectively engage children.

The childminder sensitively encourages children to talk about their feelings and has a large rug showing different facial expressions. This enables them to recognise and label emotions, such as happiness and sadness. The childminder celebrates different festivals

with the children to raise their awareness of different cultures and traditions. This is complemented with a variety of related resources, such as, books, dressing up clothes and multi-cultural dolls. However, although children use props, such as, a blindfold to appreciate how it feels to be blind, there are few resources to raise children's awareness of people with disabilities. This impacts on increasing their understanding of people's differing needs in the community. Good opportunities for children to develop and test their physical skills are provided through stimulating daily indoor and outdoor experiences. Examples of this are when they ride on the scooters, negotiate climbing equipment and enjoy obstacle courses.

Children's communication skills are fostered well through various activities, including songs and rhymes, resulting in competent speakers and listeners. A wide and varied selection of books is available for children to look at independently or with the childminder. These are complemented with puppets and props to bring stories to life and further nurture children's love of books. However, resources are not effectively labelled to enhance children's recognition and awareness of the written word. Effective use is made of the local and wider area, giving children a breadth of opportunities. These include visiting the park, farm and Air Ambulance Station at the local airport. Children demonstrate good mathematical skills. These are effectively promoted through the provision of number puzzles, capacity containers, and sorting activities. Children's creativity is supported well through good access to an extensive range of role play equipment, construction toys and craft materials. The childminder effectively encourages parents to be involved in their children's learning and development. She invites them into the setting, which resulted in a child's grandfather from Nigeria visiting to share stories of his home country with the children. The childminder also provides parents with written information on the Early Years Foundation Stage and the different areas of learning. Consequently, they have a heightened awareness of how to further their children's learning and development at home.

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

The childminder works with her husband and daughter. However, they each are the key person to specific children, which encourages children to have a strong sense of belonging. She has a friendly and caring disposition, which is conducive to children forming secure attachments. The childminder demonstrates a consistent, calm and positive attitude to managing children's behaviour. Consequently, children are learning right from wrong and are starting to take responsibility for their own actions. They behave well and consistently use good manners and spontaneously say please and thank you.

The childminder puts a high priority on keeping children safe. This is effectively encouraged on outings as they learn road safety procedures and understand simple rules. For example, children cross the road where the crossing patrol officer is situated and wear high visibility tabards so they can be clearly seen by motorists. Children take part in imaginative food related activities, such as preparing fruit salad and pizza. This encourages healthy eating and good lifestyle habits. Children's understanding of how to take care of themselves is effectively nurtured. Examples of this are when they are

encouraged to put on their own coats to keep warm, drink water when thirsty and follow good hygiene routines. The childminder has a very good understanding of relevant policies and procedures, such as, the action to be taken regarding a sick child and the administration of medication. This helps to minimise the risk of cross infection and safeguards children's health.

There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a very good understanding of the benefits of sharing relevant information with other practitioners to enable her to complement and extend activities. She shares children's development tracking sheets with the teachers, which has a positive impact on the smooth transition from her setting to the school.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. This includes monitoring the wide range of experiences provided for children to help them make good progress towards the early learning goals. The childminder clearly understands her role with regard to safeguarding, including the procedures to follow should a concern arise. Consequently, children are well protected. Children's safety is enhanced with regular risk assessments and thorough daily safety checks of the premises and for any outings. The childminder has attended a range of training over the years, to ensure she is up-to-date with any changes in legislation and to increase her childcare knowledge. She has just started a foundation degree in early years to further enhance her practice.

The childminder has a secure understanding of the benefits of working with other professionals to enable children to meet their full potential. This is particularly beneficial for children with special educational needs and/or disabilities. Strong and meaningful levels of engagement have been developed between the childminder and parents. This is highly beneficial to the continuity of care and learning opportunities children receive. The childminder shares information with them on a daily basis to ensure they are fully informed of the activities their children have enjoyed. This is complemented with daily journals, newsletters, wall displays and open days.

The childminder has a clear vision of how she wants the setting to improve. She evaluates her practice to ensure the needs of those attending are well met. Parental feedback is encouraged in a variety of ways, including written questionnaires and through discussion. This enables the childminder to review her practice to meet any specific requirements. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on the setting as a whole, particularly with regard to the planning, observation and assessment process. Consequently, opportunities for children to make good progress in their learning and development are enhanced.

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 | 302545 |
| Local authority | Bradford |
| Inspection number | 818660 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 10/11/2008 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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