

<b>Inspection date</b>	03/12/2012
Previous inspection date	15/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 and her assistant clearly understand how children learn. They interact skilfully with children throughout activities and which helps each child progress and develop well.
- Children are happy in this welcoming, safe and stimulating environment. The good relationships that are in place between the childminder, her assistant and children, ensure that children feel secure and confident.
- Parents share plenty of information about their child so that the childminder capably meets their individual needs. The childminder supports parents well in continuing children's learning at home so that they fully engage in their child's development. Strong links with local schools and nurseries ensure that children receive good continuity in their learning and development.

### **It is not yet outstanding because**

- Opportunities for young children to advance their literacy skills by linking sounds to letters, have not been fully embraced.
- Easy access to a larger outdoor space is not yet fully developed, in order to enhance children's enjoyment of fresh air and exercise.

## 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 main downstairs rooms.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the observations.  
The inspector looked at the children's learning journeys, assessment documentation,
- the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of written references from parents, neighbours, a sports coach and a teacher.

## Inspector

Linda Filewood

## Full Report

### Information about the setting

The childminder was registered in 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with assistants and lives with her husband and son, aged 12 years, in a house in Bingley, near Bradford, West Yorkshire. The whole of the ground floor of the childminder's home, plus

one bedroom on the first floor, is used for childminding. Children have access to enclosed gardens for outdoor play. The family has a dog.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, 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:**

- develop the educational program of literacy for young children so that they learn to link sounds to letters, in order to name and sound the letters of the alphabet
- extend further, the outdoor play space, in order to enhance children's enjoyment of fresh air and exercise.

### **Inspection judgements**

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

The childminder and her assistant have a secure knowledge and understanding about how children learn. This ensures that children receive skilful support to enhance their development and they make expected progress, in relation to their starting points. The childminder assesses each child's stage of development on entry to her setting and discusses this with parents so that there is a shared understanding. She successfully plans, with her assistant, for the next steps in each child's learning and checks the progress they are making. The childminder and her assistant make regular, evaluative observations of children at play and use the information well to support children's all round development. The childminder shares information about their child's progress with parents so that they are able to engage in their child's learning and enjoyment at home. This means that children receive good continuity in their learning and development.

The childminder and her assistant support children's communication skills well. They extend children's vocabulary competently through discussion and skilful questioning during activities. Consequently, children are becoming confident speakers. The childminder works closely with parents and the nursery that children attend, to provide extra support in

developing children's language skills, if needed. As a result, children continue to make steady progress. The childminder ensures activities are tailored towards children's interests. For example, children enjoy creative activities and some are beginning to form the letters of their names with ease. However, the childminder does not advance children's literacy skills by encouraging them to link the letters to the sounds that they make. Following the previous inspection, the childminder now has a good selection of books readily available to children so that they are able to freely access their favourite stories.

Children enjoy a good balance of adult-initiated and child-led experiences that provide them with variety and stimulation. Children are absorbed and interested in all the play opportunities that are available to them. They enjoy plenty of resources that promote their imaginative skills well. For instance, children enjoy the playhouse in the outside play area; however, the outdoor space is small. There are opportunities for the childminder to extend this, in order to further enhance children's enjoyment of outdoor play, exercise and fresh air. Young children enjoy playing a range of musical instruments. For example, they blow a trumpet and bang a drum and are guided well by the childminder's assistant, to listen to see if they can detect the difference in the sounds. Children are becoming proficient in counting and recognising colours as the childminder and her assistant competently question children to extend their abilities. Children are developing good social skills as they enjoy visits to a number of local amenities, such as toddler groups and 'stay and play' sessions at the children's centre. Their confidence and self-esteem is enhanced as they learn to play with larger groups of children and this prepares them well for school.

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

Children are happy, secure and relaxed with the childminder and her assistant. Parents share plenty of information with the childminder so that children settle well and benefit from a smooth transition from home into the childminder's care. The childminder plans her day and activities around children's routines so that their individual needs are well met. Children make independent play choices as the childminder displays age-appropriate resources at floor level. They self-select toys, games and books from the interesting range available to them, promoting their independence and self-confidence.

The childminder risk assesses her home and outings carefully to ensure a safe environment for children. She talks to children about taking care when crossing roads with her so that they understand the risks. Children travel securely in appropriate car seats when in the childminder's vehicle. They behave well and the childminder encourages children to take turns and share during games. This helps children learn to respect others and their feelings. Children and their families take part in a number of charity events in the community, which supports children's understanding of others well.

The childminder and her assistant give high priority to promoting children's health and well-being. Pictorial card games, made by the childminder, help children learn about healthy eating and foods that are good for them. Children enjoy well-balanced, home-cooked meals and healthy snacks to maintain their good health. There are sound practices with regard to children's personal hygiene. The childminder's assistant carefully explains to children why they should cover their mouths when they cough and takes them to wash

their hands afterwards. As a result, children are beginning to learn good hygiene practices, which help to reduce the spread of infection.

The childminder understands the importance of giving children good support when making the transition to school, so that they are ready for the change. She encourages children to become independent in their self-care and uses children's enjoyment of dressing up to teach them how to dress themselves. The childminder has an established partnership with school; she talks to children and uses books about starting school to prepare children well.

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

The childminder has a secure understanding of her role and responsibilities in keeping children safe as she follows agreed child protection procedures. She ensures that her assistant is aware of all the procedures to follow, so that children's welfare is constantly maintained. The childminder's assistant has a paediatric first aid qualification and appropriate checks are made to make sure that they meet the safeguarding requirements. The childminder has all required documentation for recording accidents and medication and uses them effectively to ensure children are safe and secure at her setting. She has updated her safeguarding training to further ensure children's safety. Good safety measures are in place to enhance the security of the provision. Doors and outside gates are locked at all times to keep children safe.

The childminder fully understands her responsibility in meeting the learning and development requirements, as set out in the Statutory Framework for the Early Years Foundation Stage. She monitors each child carefully and knows them well. Consequently, each child receives good support in reaching their full potential. The childminder has undertaken a childcare qualification to extend her knowledge since the last inspection and has accessed a wide range of further training recently. For instance, she has extended her knowledge about infectious diseases and hazardous materials, enhancing children health and safety whilst in her care. The childminder has effective methods to monitor her provision. She evaluates her service and takes active steps to involve parents, children and her assistant in the process. For example, the childminder and her assistant discuss how children have responded to activities and how they can build on their skills and interests. Children enjoy learning and make good progress in all areas because activities are closely matched to their individual stages of development. She has successfully addressed a previous action raised, to obtain a paediatric first aid qualification, which ensures that her knowledge is up to date in the event that children have an accident.

The childminder builds sound and supportive relationships with the children's parents. A good range of information is shared with parents so that they understand the care their children receive. There are regular discussions with parents about their child's activities and an information board displays details of the areas of learning that children engage in. The childminder shares development information with parents and liaises well with other settings children attend. This means that children's ability to learn and develop is well supported through good consistency and continuity across all carers.

## 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**

<b>Unique reference number</b>	EY229349
<b>Local authority</b>	Bradford
<b>Inspection number</b>	893247
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	10
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/12/2009
<b>Telephone number</b>	

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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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