

Inspection date	10/04/2013
Previous inspection date	27/10/2008

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 settled, happy and relaxed in the welcoming and friendly childminding environment. An effective induction procedure ensures all children are included and individual needs are met well.
- The wide range of planned and spontaneous activities provided, ensure children have many opportunities to make expected progress in their learning and development.
- The childminder effectively raises children's awareness of the importance of good health. She is a positive role model and consequently encourages a good understanding how to achieve a healthy lifestyle.

It is not yet outstanding because

- Children's awareness of similarities and differences between themselves and others, with particular regard to disability is not maximised.
- Children's understanding of what written words mean is not fully enhanced.

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 observed activities in the childminder's living 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.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of one parent spoken to on the day.

Inspector

Cathryn Parry

Full Report

Information about the setting

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and daughter aged one year in a house in Bradford, West Yorkshire. The whole of the ground floor and bathroom and small bedroom on the first floor are used for childminding. There is an enclosed garden for outdoor play.

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

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's awareness of people's similarities and differences, with particular regard to disability by, for example, providing further resources and activities for children to explore
- develop the environment further so that it is richer in print by, for example, extending the labelling of resources to enhance opportunities for children to understand what words mean.

Inspection judgements

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

The childminder is a trained nursery officer and has worked in several day nurseries prior to becoming a childminder and mother. Consequently, she has a good knowledge of how children learn and develop. The childminder observes children to effectively inform future plans. She provides consistently meaningful learning opportunities that are prompted by children's individual interests. This results in children learning while having a great deal of fun. Good levels of support are provided to ensure all children have ample opportunities to make expected progress towards the early learning goals.

Children's communication skills are fostered well resulting in good interactions between themselves and the childminder. They benefit from visits to the local library and spontaneously look at books independently as well as sharing stories with the childminder. This nurtures children's love of reading and the concept that words carry meaning. Although resources are labelled with pictures to promote free choice and independence, they are not all effectively labelled with words. This impacts on extending opportunities to enhance children's understanding of the meaning of words. Children's knowledge of the natural world is effectively nurtured. Examples of this are when they plant and nurture herbs from seed and talk with the childminder about where lambs come from. Children celebrate different festivals with the childminder, such as Eid and Christmas. This includes tasting different foods from around the world. Consequently, they are developing an understanding of different cultures, beliefs and traditions. However, there is scope to improve the range of resources to promote children's greater awareness of similarities and differences between themselves and others. For instance, there are fewer books and jigsaws showing positive images of people with disabilities, to strengthen children's understanding of the wider community. The childminder supports children well as they gain confidence in using numbers in their play, for instance, when participating in number rhymes, which involve simple addition and subtraction. This helps to develop their mathematical thinking well. A variety of creative activities including hand painting, collage and exploring musical instruments, promote children's self-expression while having fun. The childminder encourages children to channel their attention and concentrate on activities by providing a quiet and calm environment.

The childminder encourages parents to be involved in their children's learning and development. She highlights activities their children have enjoyed with her so they can provide similar experiences at home. The childminder also ensures the planning for the week is displayed for parents to easily see and encourages them to add comments to their children's individual developmental files. This raises parent's awareness of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and the impact experiences have on the progress their children make. The childminder prepares the children well for the move from her childminding environment to somewhere new, such as nursery or school. She talks to them about the exciting things they will do and ensures they can dress, undress and use the toilet independently. This is conducive to a smooth transition.

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

The childminder works independently and is the key person for each child. Children are happy, confident and secure as a result of her consistent praise and encouragement. Children initially come for visits with their parents and then slowly build up the time spent with the childminder. These visits are complemented with the childminder visiting the children's home. This is beneficial to a smooth transition from home to the childminding environment. Children are encouraged to play harmoniously together, behave well and show care and concern for one another. An example of this is when the childminder sensitively reminds them to have 'kind hands and share' as one tries to take a shell from another. The childminder responds promptly and with interest to children's discoveries,

information and news. Consequently, they feel valued and their self-esteem is raised. High quality resources, which are easily accessible and appropriate for the age and stage of development of those attending, are provided by the childminder. Children are, therefore, able to explore confidently and safely.

The childminder is vigilant and encourages children to keep themselves safe, for instance, when she gently reminds them not to climb on the chair in case they fall and provides activities about people who help us. Consequently, children start to take responsibility for their safety and identify possible hazards. Stimulating daily indoor and outdoor experiences are provided to enhance children's physical skills. These include regular visits to the park and soft play centre. This results in children having many opportunities to explore, test and develop physical control. A varied menu encourages children to have a good awareness of healthy meal options. Meals are complemented with the childminder entering into positive discussions with the children about where different foods come from, such as milk from a cow and the benefits of eating fruit. Children are, therefore, gaining an understanding of how to live a healthy lifestyle. They are learning good personal hygiene practices through consistent routines and positive role modelling by the childminder.

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 Statutory Framework for the Early Years Foundation Stage. This includes ensuring there is a wide range of experiences for children to participate in, which complement those accessed in other settings, for instance, in school. She demonstrates a secure knowledge of her role and responsibility concerning safeguarding. As a result, children's safety and well-being are ensured. Risk assessments take place regularly within the childminder's home and for any outings undertaken. These effectively reduce the chance of accidents occurring.

The childminder furthers her childcare knowledge by attending a variety of training. Courses attended include first aid, health and safety and inclusion. This has a positive impact on her continually improving the quality of her setting. Individual children's needs are effectively met, as the childminder demonstrates a good understanding of the benefits of working with other professionals, such as speech therapists. Relationships between parents and the childminder are good. They regularly share and exchange information, for example, through discussions and daily diaries for babies. This contributes to meeting children's needs and provides a good basis for continuity of care. The childminder has regular contact with other practitioners where care and education is accessed in more than one setting, for instance with the teachers at school. This enables her to effectively complement and extend activities.

The childminder clearly demonstrates she has the capacity to tackle identified priorities to ensure all children make expected progress in their learning and development. She constantly evaluates her practice to ensure the needs of those attending are well met. Feedback from parents and children is welcomed, both verbally and in writing to further

improve the service provided. Comments received include, 'I couldn't have asked for anyone better' and 'thank you for your excellent care'. The recommendation raised at the previous inspection has been positively addressed. This has resulted in the childminder attending training and links being made with an early years professional from the local authority. Consequently, the childminder has a much better understanding of the Statutory Framework for the Early Years Foundation Stage and her practice has improved considerably.

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 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 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	EY374144
Local authority	Bradford
Inspection number	878687
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	27/10/2008
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

