

Inspection date

Previous inspection date

16/05/2013

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 are happy and secure because they have strong, warm relationships with the childminder.
- Children develop healthy habits because the childminder offers nutritious snacks and lunch together with daily opportunities for children to receive fresh air and physical exercise.
- Children are protected because the childminder clearly understands the importance of promoting their health and safety.

It is not yet good because

- Self-evaluation does not currently take into account the views of parents or provide a clear view of how the childminder informs priorities for future improvement.
- Ways of actively engaging parents in their children's learning, through encouraging them to share children's achievements at home, have not been established.
- Opportunities that support children in gaining a greater awareness of the wider world are not explored.

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 the childminder participating in activities with children indoors and outdoors.
- The inspector looked at children's assessment records, including policies and procedures and the childminder's systems for self-evaluation.
- The inspector carried out a tour of the premises.
- The inspector spoke to the childminder at appropriate times throughout the inspection.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children age four and 10 years in a house in Oakworth, Keighley, West Yorkshire. The whole of the ground floor and the bathroom on the first floor is available to children. There is an enclosed garden for outdoor play area. She visits children's centres, local toddler groups and parks on a regularly basis. There are currently two children on roll in the early years age group, who attend for a variety of sessions. She is open all year round Monday to Friday. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop the educational programme and improve systems for assessment to ensure observations are evaluated and identified next steps of learning inform future planning, so that children make good progress.

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

- develop further self-evaluation to ensure it is more robust, in order to identify what needs to improve and to plan how this will be achieved. Use the views of parents and children in the self-evaluation in order to set challenging targets for improvements that will benefit children
- maximise ways to engage all parents in their children's learning through providing further opportunities for them to share information about their children's achievements at home
- develop opportunities and resources that support children in gaining a greater understanding of the world, with regard to the similarities and differences between families, communities and traditions.

Inspection judgements

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

Children happily engage in a suitable range of play experiences which enable them to make satisfactory progress in their learning and development. The childminder looks for ways to explore children's curiosity, and activities are sometimes linked to things they develop an interest in. For example, she provides toddlers with play dough for sensory play as she knows how much they enjoy this. The childminder has only been minding for a short period of time and is, therefore, beginning to develop her knowledge of how to effectively promote children's learning and development. She has recently started to carry out assessments on children but observations are descriptive and are not evaluated in order to precisely identify the next steps in children's learning and support children effectively in their future learning. Also, the childminder is learning to incorporate the identified next steps of learning together with children's natural interests in the planning of activities. Hence, the educational programme is not fully effective in promoting children's learning and development and they make satisfactory, rather than good, progress. The childminder is aware of the progress check at two years of age and plans to implement this when appropriate. She is considering different methods to complete this as required. In addition, the childminder has begun to carry out summative assessments for children as part of sharing children's progress towards the early learning goal's with parents. The childminder exchanges information verbally and parents are able to access their child's learning and development assessment file. However, there are missed opportunities in giving parents information to extend children's learning at home to further support children.

Children have suitable opportunities to develop their personal, social and emotional development. The childminder takes them to the local children's centre and toddler groups so that they have the opportunity to interact with children of a similar age and stage of development. Children enjoy helping themselves to a suitable range of toys available for them to play with, which develops their independence. For example, children enjoy 'squishing' the blue beads of water and feeling the wet water on their fingers. Children experience the texture of play dough as they roll it into 'sausages' with their fingers. Children have opportunities to develop their language and literacy skills. For example, the childminder shares books with them, encouraging interaction. They enjoy the 'touchy feely' books where they are introduced to correct words to describe what they feel, for example 'soft'. This increases children's vocabulary and helps to support them with their first stages in reading as they begin to understand that print carries meaning.

Children learn about space, size and number. They enjoy counting, use shape sorters and respond when the childminder encourages a response when she says 'How many red cars?' This supports mathematical development naturally through everyday activities. Children have access to various media indoors, including paints, crayons and sand, which give them opportunities to practise their early writing skills. Children learn about the community in which they live because the childminder takes them for walks in the area and to places of interest. However, there is scope for the childminder to help children understand more about the differences and diversity of the world around them through activities to support their learning and understanding.

Children's physical development is progressing well as they climb and explore at soft play activity centres and on swings and slides at the toddler groups. They play outdoors

regularly at the local park where they can exercise in fresh air and play in the natural environment during a 'bear hunt', stimulating their senses.

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

The childminder has built trusting relationships with parents to ensure young children's care is tailored to their individual needs. An appropriate level of information regarding children's care routines is shared between parents and the childminder on admission, both through the introductory visits and settling-in sessions. As a result, children start to form secure attachments with the childminder and are relaxed and confident in a stable, caring and supportive environment. Young children show that they feel safe and secure with the childminder, smiling and communicating happily.

The childminder provides children with a suitable range of toys and equipment that are developmentally appropriate. Children have easy access to toys that are stored at low level, all of which are well maintained to ensure that children can play safely. Hence, children are freely able to pursue their interests and explore, taking appropriately supervised risks.

The childminder promotes children's good health and safety within the provision. Healthy snacks are provided, for example, as children enjoy a variety of fresh fruit and freely access water. Any dietary needs or allergies are taken into account when planning meals. Children are encouraged to adopt healthy lifestyles, and daily walks and visits in the local area, such as woods and parks promote their physical well-being as they play and explore in the fresh air. The childminder adopts sound practices to prevent the spread of infection, for example, by following hygienic practices during nappy changes and encouraging children to have clean hands before eating. Young children respond well to the childminder as she provides them with good support to ensure that they feel safe and secure whilst playing and exploring. The childminder uses positive behaviour management methods, such as distraction and simple explanation, which enables children to understand right from wrong.

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

Children are well protected as the childminder successfully implements a wide range of policies and procedures aimed at promoting children's health and safety. For example, she diligently conducts a daily risk assessment of her home and outings to ensure any risks to children are fully minimised. She clearly understands her role and responsibilities in identifying any concerns about a child's welfare and reporting these to the relevant agencies. She ensures that children are supervised closely at all times so they can explore safely and move freely around her home. Children's welfare is further promoted because all members of the household have completed the necessary checks to confirm their suitability to be in contact with children.

The childminder is keen to develop her skills and confidence in childminding and has a realistic view of the quality of provision she provides. She has very recently started to

childminder and has begun to evaluate her practice. However, this is not yet rigorous enough to fully identify her strengths and areas for improvement, taking account of the views of children or parents to help to drive the provision forward and improve the quality of care and learning. Also, the childminder is less secure in her understanding of the assessment procedures in children's learning.

The childminder has regular contact with parents to support their working relationship. Information about the routines, policies and procedures, and business information is shared with parents. The childminder is keen to promote further partnership working to benefit children in her care, including opportunities to liaise with outside professionals and other early years settings, should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY452915
Local authority	Bradford
Inspection number	892167
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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, 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.

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