

Inspection date

Previous inspection date

22/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 1

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 develop excellent relationships with the adults and the other children. This is because the childminder and assistant invest good quality time in supporting all of them during activities and through talking to them consistently.
- The childminder and assistant consistently give the highest priority to the safety and health of children. This results in effective support to the children's growing understanding of how to keep themselves safe and healthy.
- Children are extremely well settled. This is because the childminder and assistant are highly skilful in supporting their transitions from the home into the setting and to other provisions.
- The childminder and assistant use the observations of children effectively. This results in children receiving good support to help them progress towards the early learning goals.

It is not yet outstanding because

- There are other ways indoors and outside, to further assist children in recognising numerals, to support their mathematical skills.
- The childminder has not yet devised a consistent way of gathering parents' views, to further assist in identifying areas for development and therefore, further support children.

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 resources indoors and outside and activities in the main playroom.
- The inspector spoke to the children present and to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.

Inspector

Melissa Patel

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 12, three and two years. They live in a house in the Thornton area of Bradford, West Yorkshire. The whole of the ground floor, the first floor, except for the front bedroom and the front and rear garden are available for childminding. The childminder works with an assistant. The family has pet dogs and cats.

The childminder attends playgroups and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. The childminding provision supports children with special educational needs and/or disabilities. There are currently six children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The provision operates all year round from 7am to 6pm, 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:

- extend the opportunities for children to recognise numerals. For example, by placing number labels on each bike and the corresponding number on each parking space outdoors and by increasing low-level numbering indoors and make books about numbers that have meaning, such as favourite numbers or birth dates
- build on self-evaluation, by extending how the views of parents are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

The childminder understands the children's individuality effectively overall, to support their learning. This results in all ability and age groups of children receiving good support to help them to progress towards the early learning goals. Children make good progress overall, according to their starting points and time spent at the provision.

The observations and assessments of children are used effectively, to identify their next steps in learning across the seven areas. The childminder builds on what children already know and can do, taking account of their interests. This ensures that they, including those with special educational needs and/or disabilities, move on to the next stage. For example,

the childminder skilfully plans a creative activity that all the children can join in. This includes children, who are at times reluctant to explore messy play. Children are all active in the activity because the resources are interesting and colourful, which motivates them. The activity is designed to help children use their senses and develop their understanding about the world during their investigations. They enjoy feeling the textures in their hands. They taste the low sugar jelly. More able children use words, such as sweet and sour. The childminder compliments the children on the use of descriptive words and explains the meaning of the words to younger and less able children. This supports their thinking and language skills effectively. They are learning about the colours and the childminder asks them to name them. She repeats the colours to reinstate their understanding. They receive help to sort the bun cases into different coloured groupings, demonstrating good small physical skills as they do so. The childminder introduces a song linked to the activity. It is fun and supports the children's confidence as they develop their communication skills as they sing along. This activity supports children's all-round development and their readiness for school effectively.

Children are learning to recognise words and numerals in various ways, such as through using books with effective support from the childminder. Older and more able children can write their name. The childminder helps the children point out numbers and words while on outings. There are some numbers displayed indoors. However, some of these are displayed quite high for children to refer to. This means that there is scope to further assist children in their developing mathematical skills, through using number labelling at a lower level in a variety of ways to engage children's interest and so that they can be easily used. In addition, by extending the use of number labels within the outside play area.

Parents are effectively involved in their children's learning through discussion and through the sharing of the children's records of learning. In addition, the childminder supports parents in educating their children at home by working closely with them on specific areas of their development, to aid their progress. Parents are encouraged to use the easily accessible, but yet confidential online records. This means that the parents can instantly access the information and add their comments at anytime. This helps the childminder plan for the children's future learning. The childminder has an appropriate knowledge of what information to share with the parents regarding the children's progress check at the age of two, when the time comes.

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

Children develop excellent relationships and attachments to the childminder and her assistant. This is because she spends equal time attending to their needs with the full support of her assistant. Each child has either the childminder or assistant assigned to them as their key person. They have a very good knowledge of the individual needs of the children, so that they can support them highly effectively overall. The childminder teaches children how to value each child's individuality by talking to them consistently and explaining to them how important it is to consider everyone's needs within the environment. This helps them to develop strong relationships with one another. She praises them frequently during the day, for example, she recognises their achievements as they link words together and when they independently choose their snack. Children

respond by behaving very well and their confidence is given an excellent boost. They demonstrate this as they are motivated and happily carry on with their activities. This also results in children responding very positively to her. They ask questions and have fun.

The excellent support, which they receive to help them to make positive relationships and attachments ensures that the children are prepared extremely well for their transition within the setting into other early years settings. In addition, the childminder offers exceptional support to help the children settle into her provision from home. This is because she makes home visits as well as inviting children and parents to her home before they start. This helps the childminder to observe how children respond within the home environment, in order to support them and this enables her to build strong links with the children and the parents. This results in the children's confidence and self-esteem being supported highly effectively because they become familiar with the childminder in both environments and therefore, they are fully supported. The childminder gives the highest regard to promoting the safety and health of children and their developing understanding of how to keep themselves safe and healthy. For example, she teaches the children about the type of toys that are appropriate to use when different ages of children are present. She links with other local provisions and organisations, such as the local police to help children to learn about road safety. She helps the children learn about stranger danger, this involves the childminder encouraging discussion and using questioning to ascertain their understanding, so that she can fully support them. This supports their thinking effectively.

The resources available are of excellent quality overall and accessible and suitable for their different developmental stages. Children receive regular outdoor play, where they can learn to develop their physical skills effectively. For example, through climbing and using equipment that promotes balance. Excellent attention is given to care routines. For example, the childminder and assistant are vigilant in following through children's nappy changing routines. This supports the children's good health. Children are developing a very good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as a variety of fruit at snack time. They can freely access drinking water and they drink milk. She talks to them about why it is important to eat healthy foods. Foods are freshly made and they are balanced and nutritious.

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

The childminder effectively implements the safeguarding and welfare requirements overall. For example, she has a good knowledge of how to keep children protected and what to do if there are concerns about a child in her care. The safeguarding procedures are detailed and they are a useful and effective source of information for parents and for other adults working in the provision. In addition, she has an excellent knowledge of how to effectively implement risk assessments to fully support children's well-being and safety inside, outdoors and on outings.

The childminder has a good understanding overall, of how to implement the learning and

development requirements for the varying ability groups of children cared for. The childminder demonstrates this in her interactions with the individual children cared for. The childminder develops very good relationships with the parents, keeping them fully informed of daily events and working alongside them to support the children's ongoing development effectively. She shares a comprehensive range of policies and procedures with them, to ensure that they understand how the provision operates, to support children. The childminder works alongside an assistant. They work very closely together to ensure that the children's individual needs are met. For example, they constantly discuss how to support children's ongoing care and learning needs.

Effective self-evaluation overall, is demonstrated because the childminder has an excellent commitment to improving her professional knowledge and practice through researching information and working with other professionals to improve her practice. This keeps her knowledge up to date, to support children. She has a good awareness overall, of her strengths and areas for development. The childminder notes her plans for the future and strives to make the changes to improve support to children. For example, the availability of resources to support children's learning indoors has developed significantly, since registration, to support their learning and the childminder has developed an effective way of monitoring their progress.

The childminder actively encourages parents to share their views about her service. For example, through discussion and involving them in sharing learning and care details. However, she has not yet devised a consistent way of gathering parents' views to further assist in specifically identifying areas for development. This means that future changes do not yet take full account of their views and needs, in order to maximise support to children. The childminder takes account of the children's views by ensuring that they can speak freely, explore and choose resources that they like.

The childminder forms very good relationships with other settings, such as a local nursery where some children also attend, sharing specific information to support their care and learning needs. This enables the childminder to use relevant information to aid her in planning to help children progress. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required in the future.

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	EY453205
Local authority	Bradford
Inspection number	892909
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
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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