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| Inspection date | 07/05/2013 |
| Previous inspection date | 16/02/2009 |

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| 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 supports the children's language and communication skills effectively through talking to them consistently during daily activities and routines.
- The childminder understands the children's individual learning needs well. This results in children receiving good support to help them progress towards the early learning goals.
- Children develop their thinking skills effectively because the childminder listens to them and asks them open-ended questions throughout activities.
- Children develop positive relationships and attachments with the childminder. This is because she spends time supporting them in their activities, and she praises them frequently during the day.

It is not yet outstanding because

- There is scope to further assist children in recognising numerals and to support their mathematical skills.
- The childminder has not devised a consistent way of gathering parents' views, to further assist in identifying areas for development, and therefore, to 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 activities and resources in the main playroom and outside.
- The inspector spoke to the children present.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.
- The inspector spoke to the childminder about the learning intentions of several activities observed at the inspection.

Inspector

Melissa Patel

Full Report

Information about the setting

The childminder was registered in 1998, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives and works with her husband who is also a registered childminder in the Idle area of Bradford, West Yorkshire. The whole of the ground floor, bathroom on the first floor and the front garden is used for childminding.

The childminder attends a toddler group and library, and she visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder provides funded early education for two-, three- and four-year-old children.

There are currently six children on roll, four of whom are in the early years age range, and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am 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, by adding number labelling to all areas of learning, and by making 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 specific 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 individual learning needs well. This results in children of all abilities receiving good support to help them progress towards the early learning goals. Children are making good progress overall, according to their starting points and time spent at the provision.

The children develop good mathematical skills. For example, they count in many contexts with effective support from the childminder, such as while they explore the laptop computer. The childminder also encourages counting as the children follow their interests as they fix together different trains on the track outdoors. Children enjoy this activity and they are very involved. The childminder uses this opportunity effectively to create

challenges. For example, she encourages their problem-solving, and thinking skills very well, because she asks effective open-ended questions, listens to them, and then adds further questions. This helps the children formulate their ideas. For example, children show skill as they calculate whilst using the computer, and as they work out how to add and subtract as they explore various objects. The childminder skilfully brings in purposeful mark-making as children use their imagination and discuss transporting letters to the post office. This supports their early literacy skills effectively. All children receive good support in their communication and language skills. This is because the childminder talks to them consistently, listens to them and repeats words to help them understand how to say the words clearly.

Older and more able children recognise numerals in a variety of contexts, such as while using the computer and in books. They can write some of them down during an activity designed by the childminder for this purpose. However, there are other ways to further assist all children in recognising numerals, and therefore, further extend their mathematical skills. For example, by extending the use of number labels within the inside and outside play area, and using numbers that mean something to children so that they will remember them.

Children make lots of choices, such as whether to play inside or outdoors. They learn about the environment. For example, with good support from the childminder and adults that work with her. They learn to plant flowers and how to look after them. They learn about the lifecycle of a frog through visits out to collect frogspawn. The childminder introduces books to continue their learning on the subject when they arrive back at the provision. This helps the children recall events and extend their thinking effectively. The childminder helps the children understand about diversity positively. For example, through using books that reflect diverse lifestyles. Outdoors, the childminder provides a large map for children to use, and with her support they locate some of their family members' country of origin. They celebrate festivals, such as the Chinese New Year, and the Muslim festival of Eid.

The observations and assessments of children are used effectively, to plan children's next steps in learning across the seven areas. The childminder can clearly state where the children are at with their learning, and she also uses an appropriate development tool to guide her with assessing their progress. All of this supports children's all-round development and their readiness for school. The childminder has a good knowledge of how to carry out the progress check at age two. This enables her to give the parents effective information on the purpose of this check at the appropriate time. The childminder liaises with the parents well. She collects clear information from them when the child first starts at the setting, such as what their interests are and what stage of development they are at. This supports the planning to extend children's progress. The ongoing observations of children are shared, and parents add photographs and comments frequently. They discuss how they can work together to support the children's learning effectively, such as developing their mathematical and language skills.

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

The childminder supports children's developing independence effectively during daily activities and routines. For example, the children make decisions about what toys they wish to explore, and they receive good support from the childminder as they use them inside and outdoors. The resources are maintained well and are accessible and suitable for their differing developmental stages.

Children develop positive relationships and attachments to the childminder. This is because she involves them fully in the activities, and yet gives them time to freely explore. She praises them frequently during the day, for example, she recognises their achievements as they calculate during an activity, and as they take their shoes off indoors. Children respond by behaving well and their confidence is boosted. In addition, the childminder manages their behaviour effectively in other ways. For example, she is calm with her approach to children, and she explains situations to them. This also results in children responding positively to her, and their behaviour is good. They ask questions and have fun. The support they receive in the development of their early skills, such as learning boundaries and making positive relationships, helps prepare them well for their transitions to playgroups, nursery and school. The childminder also prepares them by taking them to visit school and using books to talk about the changes that may occur when they move provisions.

Children develop a good understanding of healthy lifestyles, because the childminder ensures that they have regular outdoor activities, such as going on walks. They also explore the garden, where they develop their physical skills well, by exploring the tunnel, digging and learning to control sit and ride-on toys. Children's care needs are well met. For example, they show good progress in toileting skills, and the childminder works with the parents to achieve these milestones. This supports the children's well-being effectively. Children are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as varied fruit at snack time. Foods are made mostly from fresh ingredients. Children frequently drink water or very dilute sugar free juice. Children explore clean resources in a hygienic home environment. This promotes children's good health.

The home is risk-assessed appropriately which ensures children can safely explore the home environment. They learn about risks and how to manage them. For example, the childminder ensures that they carry out the fire evacuation procedure with her. In addition, she helps them stay safe, for example, explaining to them the reasons it is not safe to pull the hat over your eyes while exploring.

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

A concern raised since the last inspection required Ofsted to visit the provision. Actions were raised to ensure that the provider fully meets the safeguarding and welfare requirements with regard to having an up-to-date knowledge on the required safeguarding procedures, and to fully ensure that adults are deployed appropriately, to supervise children adequately at all times.

The provider took immediate action to ensure that the safeguarding and welfare requirements are appropriately met. The recent inspection findings are that the provider has an effective knowledge of the safeguarding and welfare requirements to support children, and the arrangements for safeguarding within the provision are good. This includes how the childminder is deployed with the children. This means that the children are effectively supported to keep them safe.

The childminder has a good understanding overall, of how to implement the learning and development requirements for differing ability groups. The childminder demonstrates this in her interactions with the children, taking account of their individual capabilities. The childminder develops effective relationships with the parents, keeping them informed of daily happenings, and working alongside them to support the children's ongoing development effectively. She shares the policies and procedures with them, to ensure that they understand how the provision operates, to support children. The childminder works alongside another childminder. They work together to ensure that the children's individual needs are met. For example, they discuss how to support children's care and learning needs.

Effective self-evaluation overall, is demonstrated because the childminder has a good commitment to improving her professional knowledge and practice through attending many short courses, such as safeguarding, and learning and development. She researches information to keep her knowledge up-to-date, to support children. She has a good awareness of her strengths and areas for development. She notes her plans for the future, alongside their impact on children and her service, and she makes the changes to improve support to children. For example, the organisation of the outdoor area has developed significantly to support children's learning, by providing more space. This enables the childminder to add additional and effective resources.

The childminder actively encourages parents to share their views about her service. For example, through discussion. However, the childminder 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 enjoy the toys that they choose.

The childminder forms good relationships with other settings, such as the local school where some children also attend, sharing appropriate information to support their care and learning needs. She demonstrates a good understanding of the importance of working in partnership with other agencies, if required in the future.

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 |
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| 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

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| Unique reference number | 302609 |
| Local authority | Bradford |
| Inspection number | 891540 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 16/02/2009 |
| 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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