

Inspection date

13/08/2013

Previous inspection date

02/10/2009

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 effectively supported in making good progress in their learning and development as a result of precise and purposeful observation, assessment and planning.
- Children are happy, confident and clearly at ease as they actively explore. This is as a result of strong bonds and attachments being secured with the childminder and her assistants due to well-organised settling in arrangements.
- The childminder creates an inviting and accessible outdoor environment. This means that children's individual learning styles are fully considered and accommodated to help them make good progress in their development.
- The childminder demonstrates a strong commitment to continuous improvement and to her and her assistants' professional development. Consequently, their extended knowledge of early years enhances children's achievements and enjoyment.

It is not yet outstanding because

- There is scope to enhance children's learning even further, with regards to the consistency of adult's interaction, including their questioning.
- Parents are sometimes not always fully involved in sharing information to contribute to initial assessments of children's starting points on entry.

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 care routines in the kitchen, bathroom and garden.
- The inspector spoke with the childminder, her assistants and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation and children's records, and took account of information in the childminder's self-evaluation document and the views of parents reflected in questionnaires and pre-inspection letters.

Inspector

Rachel Ayo

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 with her husband in a house in the Bolton area of Bradford. The childminder's daughter works with the childminder as her primary assistant and the childminder's sister and husband work as assistants as and when required. The childminder uses a basement play room, the whole of the ground floor and the rear garden for childminding. The lounge is used for overnight care. The childminder attends groups and visits local shops and parks on a regular basis. She has three dogs, a rabbit and four birds. The front entrance to the house is accessed via a small number of steps.

There are currently 10 children on roll. There are four children in the early years age group who attend for a variety of sessions and six children who are school-aged and attend before and after school, and during the school holidays. The childminder is open all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a National Vocational Qualification in childcare at Level 3 and 4.

What the setting needs to do to improve further

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

- enhance the quality of teaching by ensuring adults use more precise and skilful open-ended questioning to enhance children's creative and critical thinking and help them to make further connections in learning
- review the arrangements for involving parents in sharing more detailed information about their child's development to enhance the assessments of what children know and can do on entry.

Inspection judgements

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

The childminder has a secure knowledge of the seven areas of learning and, therefore, provides a good range of activities, which engage children in active learning and foster their enjoyment and imagination. These are initially informed by good assessments of what children know and can do on entry. There is scope, however, to consistently encourage all parents to contribute information, in order for these to be more precise and accurate. Records of learning show parents their children's journey in their learning,

reflecting observations accompanied by delightful photographs, which capture children's engagement and intrigue. They demonstrate that children are working comfortably or beyond the appropriate development expectations for their age. Observations are linked to each area of learning and children's individual next steps and interests are clearly linked to the weekly planning. Parents are effectively informed about their children's ongoing progress. Records of learning are sent home periodically for them to view and comment on, as are regular development summaries. Children's learning is enhanced as the childminder encourages parents to support next steps in their development at home, such as their language and communication, literacy skills or independence.

There is a good balance between indoor and outdoor learning, with both given equal consideration in planning. Consequently, children take part in play experiences in differing environments, which enable them to confidently do things in different ways and on different scales. Even the rain does not deter children's access to the garden; everyone takes shelter under covered areas and the spontaneous event helps children learn about nature and the weather. Children clearly enjoy playing in the garden, which is welcoming and very well resourced. For example, they enthusiastically paint at the easel, developing early skills for making marks. Children aged one year of age make large sweeping movements as they practise their small physical skills with the paintbrush. Three-year-old children make purposeful marks as they handle the paintbrush with precision, ascribing meaning to these as they talk about their butterfly.

Children's imagination flourishes outdoors. They play in the role play kitchen area with dried pasta and metal utensils as they pretend to cook lunch. Materials, such as a long plank of wood balanced on tyres, enhance this further as children delight in using this as a ramp for small transport toys. Children develop a good awareness of early mathematical concepts as they fill and pour sand using containers. As one year old children climb up steps to the slide they spontaneously count and children aged three years of age use mathematical language as they play. Children have good opportunities to explore and investigate through child-led play. As a result, they develop a positive approach to learning and develop skills that help prepare them for nursery or school. For example, they negotiate, concentrate and persist with activities, solve problems and initiate ideas.

Adults motivate children as they enthusiastically engage in their play to support their learning, and sensitively intervene to support children as and when needed. For example, as one year old children attempt to get onto the wheeled toy, the childminder holds their hand to help them keep their balance as they step over the seat. One of the childminder's assistants fills up buckets of water for children to make marks in other areas of the garden, when she notices their interest in doing this with the paint. She also enhances children's creativity by extending their knowledge beyond the primary colours as she shows children that mixing red and blue makes purple. The childminder and her assistants talk to children about what they are doing to support their communication and language. However, there is scope for all adults to use more precise and skilful open-ended questioning to enhance children's learning even further.

Children develop a strong sense of security and emotional well-being during their transition from home to the childminder's. This is reflected in their positive relationships with adults who are warm, loving and nurturing. For example, the childminder comforts new children a little upset after tripping over. She offers a reassuring cuddle and attempts to distract them by showing the pet rabbit. When this has no effect the childminder helps comfort them with their dummy. The childminder enhances the effective settling-in routines by carrying out home visits, in order to develop the bonding process in an environment familiar to children. General information is exchanged between parents and the childminder on enrolment. In addition, a very detailed 'All about me' document enables parents to provide more specific information about their child. Although, these are not consistently given out or encouraged to be returned. Alongside parents, the childminder supports children's move to other settings, such as nursery or school, to ensure children continue to feel safe and secure.

Children are very sociable and well behaved as a result of positive reinforcements from adults and good role modelling. They are given many opportunities to socialise as they play or sit and eat together and develop good levels of independence as they manage tasks appropriate to their age and stage of development. For example, three-year-old children manage their own hydration as they access the water dispenser outside and children readily line up to wash their hands before eating. All age groups are encouraged to make choices, for example, what they would like for lunch or what they want to play with. Children learn to value and respect the similarities and differences between themselves and others by observing positive images of diversity in resources and by celebrating their own and other's culture.

Children learn to make good choices about what they eat from an early age through the provision of healthy meals and snacks. They also help to harvest strawberries and tomatoes in the childminder's garden. This reinforces their understanding of healthy foods and additionally helps children learn about where food comes from. Good access to the outdoors helps children learn about other aspects of healthy lifestyles, such as the importance of physical activity. For example, the childminder talks to children about the benefits on their bodies of walking rather than going in the car. In addition, children learn about good hygiene practices with regards to caring for their teeth as part of the childminder gaining a gold healthy teeth award. Children develop confidence in their physical skills and learn to take managed risks as they use the garden equipment under close supervision. Adults remind one-year-old children to hold onto the hand rail as they climb the steps to access the slide. Consequently, they learn about keeping safe. This is enhanced through discussions about road safety and stranger danger.

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

The childminder effectively fulfils her responsibilities in meeting the safeguarding and welfare and the learning and development requirements. Consequently, children are well

cared for and receive an enjoyable early years experience. The childminder closely monitors the educational programme and children's progress using a tracking document in order to identify gaps in their learning and to secure early intervention where children may require additional support.

Children explore freely in a safe and suitable environment, which is organised well to meet their needs and made welcoming, for example, with children's artwork and posters. The childminder promotes children's welfare by ensuring that both she and her assistants update their child protection training. Consequently, all adults can identify possible signs or symptoms of abuse or neglect and have a secure knowledge of the procedures to follow should concerns arise. Children's safety on outings is well considered, for example, through the use of fluorescent tabards, which include the childminder's contact number. Records required to ensure the efficient and safe management of the Early Years Foundation Stage are kept in good order.

The childminder's assistants are deployed well and have a good understanding of the childminder's policies and procedures. They implement these well in practice to promote children's welfare. The childminder creates homemade resources, such as a resource photograph booklet, in order to further facilitate children's ability to make choices. In addition, much of the interesting equipment in the garden that enhances children's learning is homemade, such as the kitchen role play unit and exciting sand pit. The childminder makes good use of facilities and organised events in the local community to enhance children's experiences. For example, they take part in arts and craft activities using scrap materials, visit the library and access toddlers groups.

The childminder demonstrates a strong commitment to continuous improvement. Her assistants share her positive ethos and vision, contributing to the childminder's self-evaluation. Parent's views are also actively encouraged through questionnaires, in order to help the childminder shape her service. There have been many key improvements made since the last inspection that have impacted positively on children's care and achievements. For example, the childminder has developed her observation, assessment and planning, fitted an accessible water dispenser and obtained a plastic greenhouse for the children. In addition, the childminder is dedicated to her professional development and effectively supports her assistants in gaining a childcare qualification and accessing short courses.

Parents are well informed about the childminding service on their child's enrolment. Ongoing communication is effectively achieved through regular newsletters, daily, friendly chats and daily diaries for those under the age of three years. The childminder works closely with other providers to complement children's learning. She exchanges development information and shares experiences with children, such as visiting their nursery to observe the chicks, as children learn about life cycles and growth. Consequently, there is a shared and consistent approach to supporting their progress and achievements. The childminder has a secure understanding of working closely with other professionals to meet children's individual needs and ensure inclusion.

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	510375
Local authority	Bradford
Inspection number	877261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	02/10/2009
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

