

Inspection date	15/08/2013
Previous inspection date	11/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children are unquestionably acquiring skills, which ensure they are exceptionally well prepared for school. They show a superb disposition for learning as a result of the childminder's outstanding quality of teaching and high expectations.
- Children's interests and individual learning styles are superbly considered and reflected in the provision, in order to facilitate all children's learning and ensure inclusion.
- There are highly successful strategies for informing parents about and involving them in their child's learning. This ensures a highly consistent approach and consequently, helps children make superb progress.
- Excellent consideration is given to enhancing children's curiosity and intrigue with nature and the outdoor environment. The wonderful sensory garden enables children to harvest their own fruit and vegetables and explore the investigative area for mini-beasts. This is enhanced as children look for creatures in the bug hotel.
- The childminder supports children's understanding of healthy practices superbly. She provides first-hand experiences, which have real meaning to children because they are fun and exciting.

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 lounge, kitchen, playroom, ground floor bathroom and garden.
- The inspector spoke with the childminder 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 parent questionnaires.

Inspector

Rachel Ayo

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and nine years in a house in the Idle area of Bradford. She uses the whole of the ground floor and the rear garden for childminding. The childminder attends groups and visits local shops and parks on a regular basis.

There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions and one school-aged child, who attends before and after school. The childminder provides funded early education for two- three- and four-year-old children. She provides care all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance the already sharp focus on helping toddlers acquire communication and language skills by modelling the correct words to describe animals.

Inspection judgements

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

The childminder has an expert knowledge of the areas of learning and how children learn. Consequently, she provides an excellent range of exciting indoor and outdoor play opportunities, including rich first-hand experiences that motivate and inspire children and provide high levels of challenge. For example, children visit museums and as part of a theme about animals and their babies, they go to the farm and learn about different types of animals that live in other countries. Comprehensive planning for each child is informed by exceptionally focused assessments of what children know and can do on entry and subsequent meticulous ongoing observation and assessment.

Children each have a record of learning, giving parents a wonderful pictorial insight into their child's development. Parents can also confidentially view observations and photographs online at their leisure and observe their child's progress. They are provided with regular development summaries, on which they are encouraged to contribute their own comments. Parents are effectively encouraged to share their own observations and photographs of any new interests or achievements through an online postcard system, for example.

The childminder engages boys in exciting activities to enhance their enjoyment of early literacy. They delight in making marks with the water and paint brushes, such as recognisable numbers, which they readily name, demonstrating their excellent early mathematical awareness. As boys explore coloured rice set up in a tray in the garden, the childminder suggests flattening this to write the letters in their names and other words, helping them link sounds to letters. A wide array of labelling and exciting stories further supports children's early literacy skills to a high standard. There are annotated photographs, for instance, in the sensory garden. In addition, children enact favourite stories, which link to items they are growing, such as turnips and sunflowers that they describe as looking like a 'bean stalk'.

Through self-initiated play, children engage in active learning, demonstrating excellent levels of concentration, persistence and interest; skills required to ensure they are ready for school. The childminder ignites children's curiosity and imagination and highly supports their communication and language. This is because she skilfully intervenes and extends children's learning with intuitive questioning during spontaneous events. For example, she highlights children's attention to the ripe strawberries, inviting them to pick these. Before eating them, she asks children why they need to wash these first. Children clearly enjoy the taste of these as they describe them as sweet and juicy. As children play in the rice, the childminder introduces the concepts of different textures as she asks them what happens when rice is cooked. She shows children how the rice jumps up and down when the tray is banged and toddlers delight in copying the movement as they enthusiastically jump.

Children aged three years are exceptionally confident communicators. They use more complex language as they initiate conversations, negotiate and share ideas and use amusing narrative during imaginative play. The childminder enhances their vocabulary as she explains that one piece of rice is called a grain of rice and talks about where rice comes from. Toddlers babble away and are beginning to link single words together, accompanied with gestures to express themselves, or excitedly show adults something, such as the pigeon on the bird table. They begin to engage in pretend play as they operate the frog finger puppet and the childminder highlights their attention to sounds, such as the wind. As two combined objects make a clip-clop sound, the childminder sings 'Horse, horse don't you stop'. There is scope, however, for the childminder to enhance toddler's language development by using the common terms to describe animals.

Children's knowledge and understanding of the world is fostered exceptionally well. They learn about opposites, such as light and dark, as they explore dens with torches and learn about nature by looking at the process of hibernation and lifecycles. Children delight in telling visitors about the caterpillars eating things from the sensory garden and turning into butterflies after emerging from their cocoon.

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

Children form strong emotional attachments with the childminder, who is warm and loving. Consequently, they are happy, extremely well settled and relaxed as they readily approach the childminder, demonstrating that they feel safe. The childminder gathers extensive details about each child before they begin settling visits, in order to provide consistent care practices and individually tailored care. For example, the 'All about me' document includes precise information about a wide range of children's likes or dislikes, home routines and information about special people in a child's life. This ensures that children develop a strong sense of security. This continues as children leave for school. For example, the childminder plans specific activities to support children's forthcoming move, such as, role play, reading stories and sharing development information with new providers. In addition, she asks settings if she can visit and take pictures to create transition photograph booklets. This helps children become familiar with a new environment and supports them through the significant change in their lives.

Children unquestionably have high levels of confidence and a vibrant and welcoming environment highly fosters their developing independence and exploration. For example, children readily initiate their own learning as a result of a highly accessible indoor and outdoor environment. This is because toys and activities are set up invitingly in the garden, around the designated playroom and in labelled tubs stored on low-level storage units. Children are effectively encouraged to manage self-care tasks. For example, three-year-olds' identify which is their left and right foot as they put on their shoes, as they do so, the childminder helps them learn about patterns as she points out their stripy socks. Toddlers independently eat their lunch and help themselves to their accessible drink. The childminder gives excellent consideration to helping children learn about dangers and staying safe, for example, through topics. As part of these, she not only discusses aspects of safety but provides first-hand activities that reinforce children's understanding. Children make road safety role play resources together, for instance and engage in road safety games.

Children are exceptionally sociable and well behaved, including those not yet two years. This is because the childminder is extremely flexible with her routines, follows children's lead and promotes their self-esteem through praise and encouragement. She also recognises times when children may be more frustrated and fractious, such as when they are tired. The childminder responds readily by settling them for a nap, fostering very young children's emotional and physical well-being. Children take part in group games where they show very good listening skills and wait patiently until it is their turn to choose an object from the rhyme bag. Signs reinforce messages about positive behaviour, such as, sharing, taking turns and using good manners. Children aged three years are clearly familiar with these as they spontaneously talk about what the signs say.

Children's understanding of diversity is superbly fostered through interesting resources, such as a Mosque made of wooden blocks. Activities based around festivals reinforce children's learning extremely well. They dress-up in different costumes, make food from around the world and create mobiles for Eid and lanterns for Chinese New Year. Discussions within activities also help children learn to value and appreciate the similarities between themselves and others. For example, as children play in the rice, the childminder talks about different cultural traditions where rice is thrown at weddings, as opposed to confetti.

The childminder implements the 'five-a-day' ethos when providing meals and snacks, so that children make good choices about what they eat from an early age. Children also take part in interesting visits, which reinforce this message, such as buying fruit from the market and engage in fruit printing. They harvest a wide variety of vegetables and fruit in the delightful sensory garden, such as, chives, carrots and strawberries. This enables children to observe food in its natural and cooked state as they make soup, for example. Children clearly enjoy the homemade pasta bolognese and garlic bread as they readily tuck into this. The childminder holds a gold award in 'first steps to healthy teeth' and supports children's understanding of oral hygiene through exciting themes. For example, children visit the dentist, learn how to brush their teeth correctly by practising on a large model set of teeth and use dissolving tablets to identify how effective their own teeth brushing is.

Children have ample opportunities to benefit from fresh air and exercise, to further promote their all-round good health. They explore large open spaces through many different visits in the local and wider community and readily access the childminder's garden. Children confidently practise their physical skills, learning to take managed risks under the childminder's close supervision as they experiment with different ways of moving. For example, three-year-old boys hold on to the handle of the small trampoline and carry out gymnastic manoeuvres, such as tippie overs. They demonstrate a clear understanding of the effects of exercise on their bodies as they talk about getting out of breath and staying fit.

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

The childminder's superb standards in her practice reflect her pursuit of excellence in all aspects. She has a comprehensive understanding of her responsibility to ensure that her provision meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. This is reflected in meticulous policies and procedures and record keeping systems. These enable the childminder to regularly review, analyse and monitor each area of learning and the progress of individuals and different groups of children, such as boys. Consequently, the childminder is proactive in narrowing the achievement gap to ensure that all children are highly supported in reaching their full potential and attaining high levels of achievement.

The childminder has made exceptional strides since her last inspection as a result of her highly successful self-evaluation. This reflects an excellent drive for improvement and maintaining the highest levels of standards through continually highly-targeted plans for the future. For example, the childminder has gained funded status. This entails regular audits and assessments by the local authority and regular announced and unannounced visits, which closely monitor the quality of the provision. This evidences the exceptionally strong dedication made to delivering and sustaining a high quality service and improving children's well-being, learning and development.

The childminder makes excellent use of training, in order for her to continually build on her already first class service and care of the children. She has gained a childcare qualification and attends many short courses. These are purposefully targeted to impact positively on practice and provide children with new and exciting play opportunities. For example, after attending a course on outdoor play, children's sensory experiences were heightened through mud play. The childminder further broadens children's learning and development by accessing many facilities within the local community, such as sensory and art rooms. The childminder makes resources, such as a laminated toy catalogue, in order for children to be able to select other things, which may not be set out. There are extremely robust risk assessments in place to promote children's welfare. The childminder has a thorough knowledge of child protection issues, with meticulous procedures to be followed in the event of a concern of this nature.

Partnership working with parents is outstanding because the childminder recognises that they are the most important and influential people in children's lives. Consequently, children's individual needs are undoubtedly met through trusting and respectful relationships being fostered. Comprehensive information is exchanged between parents and the childminder when children enrol and during their time with the childminder. This means that parents are superbly informed about their child's care and education and the childminder is superbly informed about each child's unique personality and ongoing individual needs. For example, parents receive newsletters and regularly update their child's online 'all about me' document. Parents' views about the provision are given the upmost priority to help the childminder inform and improve her service. These are actively encouraged through settling-in reviews and subsequent termly questionnaires. Alongside letters provided for the inspection, these reflect extremely complimentary comments. The childminder has a comprehensive understanding of partnership working with external agencies and providers, in order to meet children's individual needs and promote consistency in their care and education. There is, however, no requirement currently for her to do so.

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	EY382095
Local authority	Bradford
Inspection number	878854
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	11/03/2009
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

