

**Inspection date**

25/09/2013

Previous inspection date

22/06/2009

**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**

- Effective settling-in arrangements, which include good information sharing with parents, means that young children develop a strong sense of security.
- Parents are effectively informed about and encouraged to contribute to their child's learning at home, in order to help children attain good levels of achievement.
- Children display good levels of independence in the childminder's home as they readily manage self-care tasks appropriate to their age and stage of development.
- Good arrangements for ongoing observation and assessment, means that children's next steps for learning are clearly identified and reflected in detailed and meaningful records of learning.

**It is not yet outstanding because**

- There is scope to enhance the range of readily accessible toys, including natural materials for babies, in order further develop children's imagination and ability to make independent choices about their learning in all areas.
- The childminder does not always obtain precise information from parents, so that she can consistently support children in making optimum progress in all areas of their development.

## 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, dining room 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.
- The inspector took account of the information provided in the childminder's self-evaluation document and local authority quality assurance documents.

## 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 children aged 14 and 12 in a house in the Denholme area of Bradford and uses the whole of the ground floor and enclosed rear and front gardens for childminding. The childminder attends groups and visits local shops and parks on a regular basis. The family have a pet dog, cat and two kittens.

There are currently nine children on roll in the early years age group, who attend for a variety of sessions and one school-aged child, who attends before and after school and during the school holidays. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, except for 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:

- develop the already very good partnership working with parents, for example, by obtaining more specific information from parents to promote continuity in all aspects of their children's development
- enhance the organisation of the environment further, for example, by providing a greater range of child-accessible and challenging resources that promote children's learning in all areas of the curriculum.

## Inspection judgements

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

The childminder has a good understanding of the educational programmes. This means that she plans a good variety of play experiences that help children progress well in their learning. Children's progress is closely monitored through effective observation and assessment tools, such as annotated photographs, regular development summaries and a tracking document. The childminder not only highlights what children can do and their next steps for learning, but examples how children learn. Consequently, she can ensure that they are acquiring the skills and capacity to develop and learn effectively and be ready for the next stages in learning, such as pre-school and school. All age groups clearly demonstrate such attributes as they engage in active learning while happily playing with what they know. For example, babies confidently crawl around, picking objects up to find

out what they do, such as a rattling toy. They enjoy combining things together and delight in repeating the actions several times when different noises are created. Their older peers show good concentration while engaging in simple pretend play with small world resources, such as the farm and different types of transport. They are willing to try to do things for themselves, however, are confident to approach adults for support, for example, when they cannot quite connect the tricky pieces of plastic fence.

The childminder effectively supports and extends children's thinking and helps them make connections in their learning. For example, she shows a genuine interest in what they say and do, offers encouragement, clarifies ideas and asks open ended questions. As children play imaginatively with the aeroplanes and helicopters, for instance, she examples how the helicopter blades go round, challenging children to suggest the purpose of these. She gives children time to think and come up with their own suggestions, before providing an accurate explanation. Consequently, she helps children learn about the more complex mechanics of how things work and think critically. Children learn early mathematical skills, such as counting and problem-solving, as they try to fit more complex shapes into the shape sorter and count how many there are. Children show strong perseverance, although, the childminder intervenes sensitively to prevent them becoming frustrated when trying to achieve something they have set out to do. For example, she encourages children to compare the sides on the shapes and the corresponding slot, in order to successfully match these. As babies observe the plastic star shaped stacking pots the childminder examples how to build a tower with these and encourages babies to knock them down. Children show good small physical skills as they precisely hammer the plastic pegs and use chalks to create circular marks on the chalk board. The childminder models language well to extend children's use of new words and enhance their early communication and language. She continually describes what she is doing, for example, as babies sit alongside her as she prepares snack.

Parents are verbally encouraged to contribute information to the childminder's initial assessment of what children know and can do, in order to help inform her starting points for future planning. Parents receive good quality information about their child's development. They browse through their child's record of learning and receive photographs of their children taking part in activities via text messages. In addition, parents are provided with regular development summaries, which they are encouraged to contribute comments to. They also pass on new development verbally or through their child's daily diary, in order to contribute to the assessment arrangements. However, the childminder does not always fully encourage parents to share more specific information where there is contact with other professionals, in order to consistently use highly effective targeted strategies to consistently support all aspects of their learning.

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

Children, including babies relatively new to the setting, are happy and clearly at ease as a result of strong transitions from home to a new and unfamiliar environment. Well-planned settling-in arrangements enable children to build close bonds with the childminder and feel safe and secure. During this time, information is exchanged effectively between the childminder and parents. The childminder records details of home routines and asks

parents to complete an 'All about me' document, which enables her to obtain more unique information. Consequently, children receive personalised care, in line with parent's wishes and children's individual needs. For example, the childminder recognises when babies are tired and snuggles them gently while undertaking care routines, such as giving them a bottle of milk. Parents are provided with settling-in summaries, on which they can share their views. This means that children are supported in developing emotional well-being in a consistent way. Babies clearly link the childminder's actions to the daily routines, which they anticipate with excitement. Children's ongoing sense of security is ensured as the childminder supports their move to nursery or school by completing transition reports, for instance. Babies clearly feel confident to practise their developing mobility, supported by the childminder, who stays close by to ensure their safety. She uses resources, such as a push-a-long activity toy, to encourage babies to take steps along with supporting this stage of development by holding their fingers as they walk.

Children are polite and sociable as a result of good role modelling by the childminder. They readily use manners at mealtimes and link up to engage in simple pretend play, talking about the rocket flying to the moon. They take turns to use the toy drill, pretending to fix the transport toys. Children behave well and any minor squabbles are positively dealt with by the childminder to foster children's self-esteem and confidence. For example, she uses age-appropriate explanations and encourages apologies. Books and puzzles, for instance, help children learn about their own and others' similarities and differences, such as the type of housing they live in and their appearance. Children develop good levels of independence in a welcoming environment. They move around freely and readily manage toileting and hand washing and clearly enjoy buttering their own crackers. Areas are enhanced with an autumn display, signs, posters and children's caterpillar collages, which helps them develop a strong sense of belonging and feel valued. However, the toys in the lounge, although of interest to children, are not always varied and rich enough to provide optimum choice. This includes the variety of natural resources available to babies that enables them to fully develop imagination through investigative and exploratory play.

The childminder provides nutritious meals and snacks, which means that children form positive eating habits from an early age to promote their physical well-being. She accommodates children's specific dietary needs, ensuring inclusion. Interesting and fun activities provide further opportunities to reinforce children's understanding of healthy foods. For example, in preparation of Harvest Festival and autumn children engage in food tasting. In addition, they create pictures using the juice from the blackberries and blueberries they have helped to squash. All age groups learn about good hygiene practises through consistent routines, such as washing their hands before eating. They have good access to fresh air as they freely play in the childminder's garden or access the park, where the childminder explains the effects of exercise on their bodies as they run around. Children develop a good understanding of dangers and keeping themselves safe. For example, they are visited by the fire service and learn about road safety, sun safety and stranger danger as part of topics.

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

The childminder has a secure knowledge of the Early Years Foundation Stage and fulfils her responsibilities in meeting the safeguarding and welfare and the learning and development requirements. Her documentation is well organised and she has many written policies and procedures to support her practice and promote the efficient and safe management of her service. These are effectively shared with parents and reviewed regularly. The childminder organises her service well to meet children's individual needs and makes good use of facilities within her local community to support their all-round learning. For example, children socialise in larger groups as they access soft play indoor centres and go to a variety of groups. They also learn about other places beyond their own community as they visit museums and farms, for instance. The childminder makes good use of resource websites and creates homemade resources, to reinforce children's learning and enhance their imagination. For example, as part of a travel agent role play area, the childminder obtains brochures and posters and makes passports and laminated tickets and booking forms.

The childminder promotes children's welfare effectively through robust risk assessments that identify and minimise hazards indoors and outdoors. Regular checks are undertaken on fire detection equipment along with frequent emergency evacuation practices, both of which are logged. Consequently, the childminder can respond promptly and safely in the event of an emergency, to ensure children's well-being. The childminder demonstrates safe practices, such as ensuring babies sit alongside her on a chair in a safety harness while she prepares snack. She has a good understanding of ensuring that children who turn 16 years of age are vetted to protect children and is able to identify potential signs or symptoms of abuse or neglect. Local safeguarding procedures are clearly displayed, in order for the childminder to be able to seek advice promptly to help children stay safe.

The childminder reviews her service well, for example, by sharing good practice ideas with other childminders and linking closely with her local authority advisor. As part of this, areas for future development that will support children's achievements over time are well documented in action plans and annual reports. The childminder is committed to her own professional development, purposefully identifying training that will enhance children's achievements. For example, she accesses courses delivered by her local authority relating to, for example, children's speech and language, inclusion and transitions. She evaluates these closely and her extended knowledge of childcare and the monitoring of the educational provision, positively impacts on her practice. Parents receive good quality information about the childminder's service and are encouraged to share their views continually, in order to help the childminder to review and shape improvements to her service. The childminder has a secure understanding of working closely with other professionals to meet children's individual needs and ensure inclusion. Good links are established with other providers where children attend nursery and school. The childminder complements topics and exchanges development information. This ensures continuity in children's care and learning.

### **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

<b>Unique reference number</b>	EY384646
<b>Local authority</b>	Bradford
<b>Inspection number</b>	878917
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/06/2009
<b>Telephone number</b>	

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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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