

Inspection date	27/09/2013
Previous inspection date	13/10/2009

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 show excellent levels of interest in the provision as a result of inspiring indoor and outdoor activities. The childminder's superb quality of teaching means that children are animated and their learning is fantastically promoted.
- The childminder establishes first class partnership working with parents, including superb information sharing. This undoubtedly results in children developing an exceptionally strong sense of security and making optimum progress in their learning and development.
- The childminder's comprehensive and meticulous observation, assessment and planning systems means that each child's learning is superbly supported, in order for them to make outstanding progress.
- Given their age and stage of development, children are highly sociable and their behaviour is exceptional. This is as a consequence of a highly enabling and engaging environment, in which children can be independent learners.
- The childminder makes excellent use of facilities within the local and wider community, which unquestionably enhances children's learning as they take part in wonderfully inspiring and fun activities.

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 dining room, lounge, kitchen 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 parent questionnaires and in additional written feedback provided by parents prior to the inspection.

Inspector

Rachel Ayo

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, 15 and 10 years in a house in the Silsden area of Bradford and uses the whole of the ground floor and an enclosed rear garden for childminding. The childminder attends groups and visits local shops and parks on a regular basis. The childminder has two rabbits and one guinea pig. The front door is used for access and is reached via a slope and two steps into the doorway.

There are currently eight children on roll, six of whom are in the early years age group, who attend for a variety of sessions and two school-aged children, who attend before and after school. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 children's play and exploration in the garden even further, for example, by providing a greater range of more child-accessible flexible resources that can be used in many different ways.

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 seven areas of learning and how children learn, for instance, through repetition, adult support and first-hand inspirational and exciting opportunities. For example, children learn about the lifecycle of the frog and butterfly, observing the changes that take place to tadpoles and caterpillars. In addition, as part of the extensive variety of rich outdoor learning experiences, children visit an ice-cream parlour and chocolate factory and take a ride on a steam train and open-top bus. The childminder meticulously establishes children's starting points for learning in conjunction with excellent information sharing with parents. They are asked to fill in a pre-starter questionnaire and contribute to a tracking document once their children have settled. This reflects what their children already know and can do. The childminder has excellent expectations of herself and the children. Consequently, play experiences are superbly planned from accurate and sharply focused ongoing observation and assessment. These are precisely matched to children's individual stage of development and their

current and emerging interests, reflected in comprehensive planning documents. For example, the childminder identifies displayed patterns of repeatable behaviour known as schemas, such as a fascination in transporting or rotation. Consequently, she incorporates objects to support such interests in her provision, sharing observations with parents. Children's progress is clearly reflected in purposeful and systematic records of learning. They show that children are making significant gains in their learning.

Parents are superbly informed about and involved in their children's learning, in order to promote a coherent approach. They are asked to add their own observations to children's records of learning, shared continually and note significant achievements in a daily diary, which the childminder also records. They continually share new interests, which the childminder incorporates in her planning and are asked to contribute their comments to regular development summaries. These reflect detailed next steps for learning, in order for parents to support their children's learning at home and help them make optimum progress.

Children demonstrate an excellent approach to learning and are unquestionably developing the skills and attitudes they need to be ready for their next steps for learning, such as pre-school and then school. This is because the childminder demonstrates outstanding enthusiasm, engagement and motivation of the children. Children show excellent levels of concentration and engagement in activities as they make their own discoveries through active learning. For example, all age groups delight in exploring sensory media, such as the coloured rice, which they clearly enjoy investigating its texture. The childminder provides equipment to support all children's individual abilities, for example, by setting out different sized spoons, containers and funnels. This helps toddlers practise their developing hand and eye coordination and provides more able children with greater levels of challenge. Children show great imagination while playing in the water tray with the pirate ship and sea animals. The childminder skilfully uses this opportunity to help them link their experiences as she recalls the sea lions observed during their exciting trip to the zoo. Toddlers enjoy transporting the water, for example, over to the plants and the childminder extends their learning superbly as she explains how flowers need water to grow. Spontaneous opportunities to extend children's learning are superbly acted upon. For example, the childminder highlights the change in weather, such as the wind becoming stronger. She helps children observe its effects as she encourages them to look at the plastic ball rolling and leaves blowing around the garden. Toddlers notice features of their environment, such as a loud noise, which they associate with an aeroplane. The childminder enhances their understanding as she comments that the noise is that of a lawn mower and she explains what this is used for.

A significant emphasis is placed on children's development of communication and language. They hear a wide range of vocabulary as the childminder introduces many new words, such as slimy and smooth, as children investigate the water beads with intrigue. The childminder asks open questions and gives children time to initiate discussion, allowing them ample thinking time as she patiently waits for their responses. Consequently, children show high levels of confidence as they develop their language for thinking, ask questions and share their ideas, using more complex sentence structure. The childminder highly supports toddler's developing speech through her continual dialogue as to what she and they are doing and why. Children show excellent skills in early reading

and writing. They ascribe meaning to the long marks they make with the water and paint brush describing these as legs and identify the corresponding letter and sound in their name. Toddlers enjoy copying actions as they shake the rice in the plastic bottle in imitation of the childminder to create different noises.

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

The childminder is highly skilled in helping children form strong bonds and attachments with her. Transitions between home and the setting are carefully considered and supported to a high standard through effectively planned settling-in visits. This includes wide-ranging information being gathered through comprehensive pre-settling-in questionnaires. This enables the childminder to meet all children's individual needs, which fosters their sense of security. Her superb practice clearly impacts on the children, who are clearly at ease in the childminder's home and confident to explore freely. The childminder also understands the importance of ensuring transitions to other settings are in place when required. Care routines, particularly important for young children, are superbly organised and highly consistent with home routines. Consequently, toddlers are helped to predict and make connections in their learning as they recognise what is going to happen and when. Children are familiar with the childminder's daily routines; they enthusiastically go to the downstairs bathroom to wash their hands before eating and readily sit at the small plastic bench in the kitchen.

Children show high levels of confidence and independence as a result of a highly accessible, inclusive and stimulating environment, set up with a wide variety of child-accessible resources. This means that children can explore, make choices about what they want to play with and initiate their own learning. There is scope to enhance the outdoor environment by providing a greater range of more flexible resources that can be used in many different ways to ignite children's imagination even further. Toddlers demonstrate their developing self-care skills as they readily take off their shoes, for instance, and children clearly feel safe enough to approach the childminder for support. They are developing an excellent understanding of how to manage risks and challenges. For example, although, the childminder closely supervises them, she encourages toddlers to safely use the small number of steps down to the lower part of the garden. She reminds them how to turn around and go backwards on their knees to stay safe while negotiating these. Children's understanding of dangers and keeping themselves safe is effectively reinforced through visits to the fire station, for example.

Children receive frequent praise and encouragement, ensuring they have high levels of confidence and self-esteem. Extremely minor incidents of age-appropriate unwanted behaviour are dealt with sensitively with a simple explanation and the encouragement of apologies and cuddles. Consequently, children's early awareness of boundaries is superbly fostered. The childminder additionally supports toddlers learning to share and take turns by suggesting they find another plastic bottle, so all children have their own. Children use good manners readily and enjoy helping with tasks, such as sweeping up the rice. They enjoy the company of others as they engage in parallel play and invite the childminder to engage in their activities. Children's social skills are supported further as they attend a variety of groups outside the home, learning to mix with a wider group of children in

different environments.

Children's all round good health is promoted to a high standard. Although, parents provide main meals, the childminder provides nutritious snacks, which children help to prepare. This promotes an early positive attitude to eating a healthy diet and making good food choices. Children's understanding is reinforced through fun activities. For example, they create healthy and unhealthy paper plate collages and grow cress in empty egg shells, on which they draw faces. They then observe the cress as it sprouts and looks like hair growing. The childminder encourages children to wash in between their fingers with the soap to get rid of germs, effectively helping them learn about good hygiene practices. Children have excellent opportunities to access fresh air and learn about the effects of exercise. They have free-flow access to the childminder's garden and use more challenging equipment during visits to the park. Consequently, they can learn how their bodies work and practise their developing large physical skills.

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

The childminder has high aspirations for herself and the children. This contributes to the superb standards in her practice and her pursuit of excellence in all aspects. Her meticulous policies, procedures and record keeping systems are implemented to a high standard. This reflects her excellent 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. The childminder's ongoing assessment of her provision reflects her outstanding drive to support children's achievements over time and maintain the highest level of standards. The childminder has made extensive strides since her last inspection and works closely with local authority advisors to complete quality audits and devise improvement plans. She positively addresses feedback, makes excellent use of internet resources and keeps up to date with current and forthcoming changes to early years practice. Her commitment to her own professional development is excellent, reflected in a clearly devised training plan. For example, the childminder has gained a childcare qualification alongside attending a variety of purposefully identified short courses. She evaluates these closely and her extended knowledge of childcare and the monitoring of the educational provision impacts positively on her practice.

The organisation of space and resources is highly considered to ensure that children can make choices about what they want to play with. In addition, the childminder is in the process of compiling a resource photograph booklet. This is to enable those whose language is not yet fully developed, to have a voice and select other toys they may like, which are not set out through gestures, such as pointing. Children engage in superb activities outside the home, which enhances their learning and development. For example, they attend animal handling workshops during toddler group sessions and visit the seaside and farms. The childminder also plans innovative activities as part of her planning for outdoors to ignite children's curiosity and wonder about different aspects of nature. For example, she draws a bucket on a piece of card and uses double-sided tape for children to collect nature items on a trail and create a collage. There are extremely robust risk assessments in place to ensure children's welfare is effectively promoted. For example, in

the event of a lost child, each child has a tag with the childminder's telephone number on and children wear yellow caps, which ensure they are clearly visible. The childminder has an excellent knowledge of child protection issues through keeping her child protection training updated. She has stringent procedures to be followed in the event of a concern of this nature.

Partnership working with parents is outstanding because the childminder recognises that this is a key factor in children reaching their full potential. Consequently, children's individual needs are met. Parents are highly informed about the childminding service. The childminder shares comprehensive information, including her written policies and procedures, through her parent information file. Daily diaries facilitate a two-way exchange of information, ensuring a consistent approach. In addition, notices are displayed in the entrance and include information about forthcoming topics. This keeps parents updated on what is happening and what their children are learning. As a result, they are able to contribute and enhance their children's learning at home. Parents' views about the service are highly valued and they are actively encouraged through questionnaires, distributed after children have been attending for a short while and periodically thereafter. Parents express very complimentary comments about the childminding setting and care of their children. The childminder has a thorough knowledge of closely linking with professionals or providers where children have special educational needs and/or disabilities or attend other settings.

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	EY391414
Local authority	Bradford
Inspection number	879118
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13/10/2009
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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