

Inspection date

Previous inspection date

23/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has a satisfactory knowledge of the learning and development requirements and guidance. She adequately promotes children's learning through sound communication and interactions so they make sufficient progress.
- Children are happy and enjoy what they are doing with the childminder. As a result, they form secure bonds and emotional attachments with her.
- The childminder demonstrates a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to ensure children are safe and healthy in her care.

It is not yet good because

- Observation, planning and assessment is not yet rigorous enough to make precise assessments of children's abilities and identify the next steps in their learning to ensure that children make better than satisfactory progress.
- Self-evaluation lacks rigour in that it does not identify clear priorities and plans for improvement or incorporate the views of parents, in order to improve on current practice.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed activities and completed joint observations in the lounge.
- The inspector viewed a sample of documentation, including assessment, policies, risk assessment, children's diaries and the self-evaluation form.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged seven and five in the Odsal area of Bradford. The whole ground floor of the house and first floor bathroom and the rear garden are used for childminding.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of the children are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop processes to rigorously assess children's abilities and priorities for future development to ensure any gaps in achievement are quickly identified and acted upon through ongoing observations.

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

- improve the self-evaluation process to identify clear priorities and plans for improvement, that also incorporates the views of parents, in order to improve current practice.

Inspection judgements

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

The childminder helps the children to make sufficient progress in all areas of learning by suitably planning for their development. The childminding arrangements are very recent and as such the systems for assessing the children's development are evolving. As a result, the current approach to observations and assessing children's learning does not quickly identify any gaps in achievement and their next steps in learning. This means that planning to ensure children make consistent progress towards the early learning goals is not yet clear or firmly embedded. Children enjoy activities and experiences that cover all of the areas of learning, including an appropriate focus on each of the prime areas.

Children's interests are satisfactorily used and extended to enhance their learning and make sure they enjoy a purposeful experience. For example, children spontaneously take out construction blocks and make towers indoors. Children's independence is supported as the childminder uses this activity to encourage them to create their own structures and to explore connecting the blocks. Children's creativity and early writing skills are supported satisfactorily as they can select from a variety of writing and drawing resources. This is enhanced as they freely access colouring pens and paper. Children are learning to recognise words and numerals in various ways, for example, through using books, with sound support from the childminder. Children learn about the community as they visit the local amenities. They learn about developing personal and social skills as they regularly undertake activities at local settings.

Children use their imagination as they can use a suitable range of small world and imaginative resources. In addition, they learn about colour and develop their mathematical skills through routines, planned and spontaneous activities, including counting and repeating numbers using books. The childminder demonstrates a sound understanding of how to engage children and capture their interests.

The indoor environment enables children to follow their own interests. For example, children showing interest in television characters and are provided with appropriate opportunities to relax and watch the programmes. Children begin to explore vocabulary because the childminder talks with them consistently about what they are interested in and encourages them to respond to her. For example, children demonstrate that they can follow instructions as they select the activities around the animal book games, which are of interest to them. Children enjoy playing intently on their own as they set out the activities around using musical books by pressing buttons. The activities are also developing their confidence with technology as they access appropriate information and communication technology resources.

Parents are verbally encouraged to share relevant information about children's learning from home and in this way they are involved in children's development. This information is added to learning files in order to plan for future learning. As a result, children are prepared sufficiently for entry into other settings and eventually school, because the childminder proactively promotes independence and group skills from a young age.

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

The childminder's home is warm and welcoming, and she provides good floor space for the children to move around. Toys and furniture are at children's height, which supports their independent and safe play. In all the areas children play safely and use the equipment appropriately. For example, they sit safely in their chairs as they eat their fruit snacks. The childminder practises fire drills regularly so that children learn how to evacuate the premises in an emergency. She ensures that children get plenty of fresh air. They use the rear garden during the summer months on a daily basis or they go out and

about in the local community. Children play out in all weathers and extensively in the better weather. This means that they get plenty of fresh air and exercise to support their good health. In addition, children are provided with healthy foods which include vegetables and fruit on a daily basis. In addition, children follow sound hygiene practices as they wash their hands at appropriate times.

The childminder provides a positive role model for children by interacting effectively with them. For example, the childminder joins in with the child during a construction activity and encourages the children to play carefully. She praises the children for their achievements during the construction activities to boost their confidence and self-esteem. As a result, secure attachments and relationships are developing, which contribute to children's continued well-being. The childminder's regular outings and visits in the local community help children to develop confidence and independence in situations away from her home. This also helps children to prepare for a sound transition to other settings, such as pre-school and school.

The children are new to the setting and are settling in very well. The children have settling-in sessions and the childminder asks parents about favourite toys and what security comforters they may need, such as blankets or toys from home. She takes any advice from parents regarding what they want her to do, and finds out all she can from them about routines to ensure that she complements the care needs of all children. The childminder follows parents' wishes regarding sleep and feeding habits so that children are comfortable with her. This means that they cope with the transitions from home to the setting and ensures that they benefit from consistency so that they feel safe and secure.

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

The childminder has a sound understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has a suitable understanding of safeguarding children and has previously attended training in this area. The childminder has a written child protection policy to follow should she need to seek advice, or make a referral, if she has concerns over a child's welfare. Required and additional policies and records are kept, including accident records, which the childminder reviews. Risk assessments are in place. Hazards to children are kept to minimum, furniture and resources are maintained well and suitable for the children to use. This means that children are safe and secure in the childminder's care. As a result, her documentation is satisfactorily organised and underpins practice sufficiently.

The childminder understands about sharing information with other agencies or settings when children attend more than one provision. For example, she maintains daily diaries with information on the children's individual needs and development in readiness to share with settings in the future. As a result, the childminder understands the importance of developing positive relationships with other professionals and providers involved in supporting children's care and learning, to promote continuity. The childminder has

established friendly relationships with parents and regularly shares information about children's care routines and the activities they take part in. However, the childminder has not yet established a rigorous process for assessing children's progress.

There is scope to improve the self-evaluation process. Through discussion, the childminder demonstrates a basic awareness of her strengths and areas for development, although there is limited monitoring and evaluation to clearly plan for improvement. She has improved her own knowledge of children's learning and development by using the support officer from the local authority to review some of her practice. As a result, she is able to monitor most aspects of the educational programmes and has built up her knowledge to ensure that children are appropriately cared for.

Partnerships with parents are developing. They are confident to leave children in the childminder's care. She has daily verbal communication with parents to ensure some continuity of children's care, learning and development. The two-way sharing of written and verbal information enhances parent's experience and extends most areas of children's 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

Unique reference number	EY456877
Local authority	Bradford
Inspection number	911251
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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