

Inspection date

Previous inspection date

30/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good understanding of how young children learn and she offers good quality toys and activities which link to children's individual interests and support them to make good progress.
- Children's well-being is effectively promoted as the childminder knows them well and meets their individual needs, ensuring they are healthy, safe and happy in the setting.
- The childminder gives a high priority to keeping children safe. Safeguarding policies and procedures are followed vigilantly and any risks are minimised effectively, which means children are protected from harm.
- Partnerships with parents are good and information is shared with them on a daily basis, keeping them informed about their child's development and well-being.

It is not yet outstanding because

- The garden is not used as extensively as it could be to fully support children's very good outdoor learning experiences.
- There is scope to further enhance the way children are able to share with the childminder how they are feeling.

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 toured the premises and the areas used by the children.
- The inspector observed the childminder, her assistant and the children in the playrooms and the garden.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation, including children's learning records, policies and procedures and activity planning.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family, including two children aged one and eight years, on the outskirts of Bradford. The childminder works with a registered assistant. The whole ground floor of the house, the upstairs bathroom and the rear garden are used for childminding.

The childminder attends toddler and community 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 seven children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7am until 7pm, Monday to Friday all year round, with the exception of family holidays. She provides care for children who speak English as an additional language. The childminder is a member of the Professional Association for Childcare and Early Years, and holds a recognised childcare qualification.

What the setting needs to do to improve further

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

- develop children's understanding of the world further, for example, by building on opportunities for children of all ages to observe change over time and grow plants and vegetables
- enhance the ways in which children can let others know how they are feeling, such as using feelings books or enabling children to place their own photograph on a feelings board.

Inspection judgements

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

The childminder holds a recognised childcare qualification and has lots of childcare experience. This enables her to provide good quality care and learning for children. Stimulating and well-organised playrooms ensure children have access to a very good range of toys and activities which are age and stage appropriate and offer them exciting and interesting learning opportunities. The childminder's good knowledge of the children and their individual abilities ensures she delivers challenge within the activities she provides. She has a clear learning target for each child, which she shares with her

assistant. This ensures they work well together and effectively support children to make good progress in their learning and development. The childminder uses what she knows about the children to plan for their next steps, and she shares this information with the parents to enable them to support their children at home. She is gathering evidence in readiness for the completion of the progress check at age two. The childminder has shared information with parents and has plans in place to meet with them and discuss their child's development. This ensures a collaborative approach to children's ongoing development.

The childminder recognises that the children in her care are very active and enjoy and benefit from learning experiences in the outdoor play area. She provides daily access to the garden. Activities in this well-resourced play area enable children to be constructive, use their imaginations and develop their physical skills. They eagerly practise their skills on the climbing frame before whizzing down the slide, and they show developing competency when using the pedals on the wheeled vehicles. However, there are fewer opportunities for children to learn about the natural world, in particular exploring change over time and seeing how things grow. Outings in the local community to childcare groups, the church and parks further support the children to gain the skills required to prepare them for the next stage in their learning, for example, nursery and primary school.

Children's creativity is supported and promoted. They love to be in the messy play area where they paint pictures using their own designs and techniques. Children use their hands and paintbrushes and select their own colours to make their creations. The childminder chats to the children about what they are painting, offering some ideas linking to the theme of animals. This interest has stemmed from one of the children who has a new puppy at home. As the children are following this interest, the childminder uses her quality of teaching to link this to all areas of learning. During outdoor play the children act out their favourite animal characteristics, for example, they 'meow' for their cat and 'moo' for their cow, while moving about as they think about their animal would. The childminder joins in by acting out the characteristics of a horse, including the very young children in this play. Children's personal, social and emotional development is fostered in the setting. They make independent choices about their play and are happy, settled and content in the care of the childminder and her assistant. They happily join in with planned activities and are eager to involve the childminder in their play. This supports their confidence and security within the setting. Children have good opportunities to play for extended periods of time and engage in uninterrupted play. This enables them to become deeply involved in activities and supports them to develop their own explorations.

The childminder effectively supports children's early communication and language development. She cares for children who speak English as an additional language and ensures a main focus of her practice is to learn, use, recognise and value children's home languages within the setting. This is done through the key words she has learned and uses as children play, the displays of dual languages around the playroom and her engagement with parents. Consequently, children and their parents feel valued and respected within the setting. She is also supporting the children to develop their use and understanding of English, enabling them to be fully involved in the routines of the day. For example, the childminder, her assistant and all the children use sign language in their

everyday learning. The childminder also recognises that this supports the younger children who do not yet have the language skills they need to vocalise their thoughts.

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

The childminder provides a comfortable and relaxed environment which is stimulating, well resourced and welcoming to all children and their extended families. Children's well-being is effectively supported and promoted by the childminder. She has a clear understanding of children's individual needs and responds to them in a calm and positive manner, ensuring they feel safe, secure and happy in her care. Children are learning about a healthy lifestyle as they are provided with well-balanced, nutritious meals and snacks. They learn about good personal hygiene as they have their own flannel and are given baby wipes to use, and also through the conversations they have with the childminder, who supports their learning and understanding with clear explanations. Physical play and fresh air are provided for each day and further enhance the children's opportunities to be healthy and active.

Transition arrangements are good and children settle well as the childminder meets with their parents and encourages them to spend time in her home, enabling her to follow their individual care routines. Good information is shared with the parents each day, supporting good partnership working. Daily chats and written daily reports ensure that important information about children and their family lifestyle is shared to support children's continuity of care. Behaviour is managed in a very calm, caring and positive manner by the childminder and her assistant. Children receive lots of praise, raising their self-esteem and ensuring they are confident to try new activities and develop new skills. Through consistent and positive intervention and reminders, young children learn to take turns and share toys, and they show care and concern for their friends as they play alongside each other. There is however, scope to further improve the way some children are able to share their feelings with the childminder, other adults and their peers.

Children are kept safe in the setting and on outings as the childminder closely supervises them and gives them good attention. She has made good use of safety equipment in the home, such as safety gates. Children are learning how to manage their own safety, for example, they learn the importance of keeping the playroom tidy and are quick to help the childminder to put the toys away after use. Children practise the emergency evacuation drill from the home, which the childminder keeps a record of, and they learn about road safety when away from the setting.

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

The childminder is clear about safeguarding children and her role and responsibilities in keeping them safe from harm. She has detailed policies and procedures in place, which are shared with parents, and she ensures her assistant is clear about her responsibilities. The childminder and her assistant have attended safeguarding training courses, which further supports them to keep the children protected. The childminder ensures that all adults working with the children have been appropriately vetted and checked, to ensure

they are safe and suitable to be around children. Risk assessments ensure the home and garden are safe, and they are detailed and show completion dates. They are also regularly reviewed and action is immediately taken to rectify any identified hazards. The childminder understands her responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Effective systems are in place to monitor each child's progress. As a result, the childminder is able to plan activities which support and challenge children's interests and learning.

The childminder is continually reflecting on her service and can, therefore, recognise her strengths and areas for improvement. She is enthusiastic about the development of her practice, which offers very flexible care arrangements to parents. She aims to ensure that children enjoy a home-from-home atmosphere and take part in a good range of activities that help them to make as much progress as they can. She makes good use of the support and advice she receives from the local authority. She has action plans in place to develop her outdoor provision and continue to develop the ways parents contribute to their children's learning records. The childminder uses her self-reflection to continually look at what she can do next to improve the provision for children. Consequently, she has a good capacity to improve further.

Partnership working with parents is given high priority and supports the good information sharing currently in place, enabling the childminder to meet children's individual needs well. Daily discussions, a diary sheet, learning journeys and the childminder's text and email communications all enable parents to contribute to and be part of this child-orientated setting. The children currently cared for by the childminder do not attend another early years setting. However, the childminder is clear about the need to work in partnership to support children's transition and learning when this becomes necessary. She works closely with other childcare practitioners in her local area, offering and seeking support and guidance to improve her practice. She also enjoys the challenge of training and developing her knowledge, and uses any courses attended to enhance her provision and benefit the children.

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	EY460056
Local authority	Bradford
Inspection number	913103
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
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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