

Inspection date

21/10/2013

Previous inspection date

06/07/2009

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

- As a result of strong partnership working with parents, especially when children are first settling-in, results in children's individual needs being effectively met.
- Babies develop a strong sense of belonging and feel safe and secure, as a result of close bonds and attachments being fostered with the childminder.
- The childminder promotes babies' early communication and language skills well with her sensitive interaction and her tuning in to the sounds they make and talks about what she is doing and what is happening during everyday routines and as they play.
- The childminder promotes children's all round good health effectively by providing good access to the outdoors and nutritious meals and snacks.

It is not yet outstanding because

- Babies' interest in sensory materials is not always fostered effectively and there is scope to develop the outdoor learning environment, in order to provide children with more flexible resources that can be used in many different ways to further support children's play and exploration.
- There is scope to enhance children's learning by encouraging other providers to share more precise information about their own targeted next steps for learning and by encouraging greater involvement from parents in supporting and sharing information about their child's learning and development at home.

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 and kitchen.
- The inspector spoke with the childminder 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's pre-inspection letters.

Inspector

Rachel Ayo

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their children aged 15, 13 and nine years in a house in the Eccleshill area of Bradford. The childminder uses the whole of the ground floor, first floor bathroom and enclosed rear garden for childminding. The childminder attends groups and visits local shops and parks on a regular basis. The childminder has a dog and three puppies.

There are currently six children on roll, four 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 and during the school holidays. The childminder is open all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She 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:

- increase children's learning opportunities even further, for example, by providing a greater range of more child-accessible flexible resources that can be used in many different ways to ignite children's imagination outdoors and by enhancing the richness of the environment and babies' experiences by developing the range of readily accessible variety of sensory materials
- enhance children's opportunities to make optimum progress, for example, by providing more precise information to parents on how they can support children's learning at home and contribute to records of learning and by strengthening links with other providers, in order to consistently promote a shared approach.

Inspection judgements

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

The childminder has a secure understanding of the seven areas of learning and how children learn. Consequently, she provides a good balance of adult-led and child-initiated activities, which complement each other and help children make good progress towards the early learning goals. For example, the childminder provides first-hand experiences to consolidate young children's learning, such as an autumn walk in the woods. This is followed by making collages with nature items, reading associated stories, making masks

and talking about hibernation. The childminder also adds crinkly leaves to small world resources, such as the farm, to further ignite children's interest. They also learn about other aspects of nature, for example, when the childminder's dog has puppies and they observe these growing. The childminder clearly knows children in her care well. This means that play opportunities are based upon children's interests and next steps for learning, informed by an assessment of what children know and can do once they have settled. Parents are effectively involved in contributing to the childminder's initial assessment of children's development by sharing information through an 'All about me' document. For example, they are asked for details about what children can do for themselves, how they communicate and what motivates or excites them. Children's good progress is clearly highlighted in informative annotated photographs, for instance, kept in each child's parent-friendly record of learning. Parents are encouraged to view these regularly and the childminder talks to parents daily about what children have been doing and the activities and topics taking place. However, parents are not always effectively encouraged to support or share information about their child's learning and development at home, in order to fully support children in making optimum progress.

The childminder recognises and encourages babies' movements through her playful engagement. For example, she shows her own excitement as they kick their legs or try to turn on to their side and exemplifying the noises the rattle makes. The childminder supports babies developing communication skills very effectively by continually talking to them. Babies respond to the childminder's delightful interaction by smiling, looking and moving. They gurgle, babble and make their own sounds in response to being spoken to and clearly recognise their name as they stop and look on hearing this.

As a result of the childminder's skilful interaction babies are developing very early skills which prepare them for their next stage of learning, such as nursery. For example, they engage in active learning because they are left alone to explore and make discoveries through self-initiated play. They show curiosity, good levels of interest and a strong exploratory impulse as they reach out for the dangling objects while placed under the play gym. As they are not yet mobile, the childminder provides toys within easy reach for babies to practise their developing grasp. Their early awareness of shape, space and measure is fostered as they observe objects, such as a rattle and their movements. Babies show an interest in the world around them by visually scanning the environment for interesting objects. For example, they show great intrigue in the bright and colourful screen on the childminder's mobile telephone. However, the childminder is yet to provide a greater range of sensory materials to fully facilitate babies' interests in natural objects.

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

The childminder is warm and loving towards babies and creates a calm and homely environment, which helps babies to feel safe. As a result of effective settling-in arrangements babies have clearly built up a special relationship with the childminder, resulting in them developing strong emotional well-being. For example, they seek physical and emotional comfort by snuggling into the childminder and grasping her fingers as she feeds them their bottle of milk or rocks them gently to sleep. As she does so, she offers a soothing voice to comfort them. The childminder clearly recognises babies needs and

readily responds to these. For example, as babies vigorously chew on their closed fist the childminder says 'Shall we get you your teething ring'. Babies clearly recognise and are very responsive to the childminder's voice as their face lights up and they become excitable as she holds out her arms to pick them up. Strong partnerships are established with parents and carers from the beginning of children's enrolment. This ensures a seamless transition for children from home to an unfamiliar environment, effectively fostering their sense of security. Parents share detailed information about their children, such as, their likes and dislikes, what calms them and home routines. Consequently, the childminder provides individually tailored care which effectively meets children's individual needs, including their specific health needs.

Where children begin attending another setting, such as nursery or school, their continued sense of security is fostered. For example, the childminder passes on information about children's care and development. The childminder enthusiastically praises what babies do, fostering their self-esteem and confidence. She anticipates their short attention span during care routines, such as nappy changing and waiting for their bottle of milk, which they know is being prepared. She minimising their frustration by using distraction techniques, such as talking to them.

The childminder fosters children's all round good health effectively. Some parents prefer to send food for their children, however, where the childminder provides this she ensures children are given healthy meals and snacks. These incorporate homemade meals, such as pie and vegetables. Consequently, children develop an early awareness of healthy practices, such as making positive choices about what they eat. This is reinforced through children growing their own cress, helping shop for healthy items and making healthy snacks, such as sugar-free jelly. The childminder also uses this as a further learning opportunity as older, more able children develop early mathematical skills, such as weighing items and counting. Children benefit from good access to fresh air and exercise, which further promotes their physical well-being. For example, they experiment with different ways of moving and learn about risk-taking, while negotiating different types of physical apparatus at the park or indoor play centres. Their understanding of dangers and keeping themselves safe is enhanced through discussions about stranger danger, road safety and firework safety. Posters in the kitchen reinforce these safety messages to children.

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

The childminder has a secure knowledge of the Early Years Foundation Stage. Consequently, she fulfils her responsibilities in meeting the safeguarding and welfare and the learning and development requirements well. She has numerous written policies and procedures to support her practice and promote the efficient and safe management of her service. These are effectively shared with parents when their children enrol. This ensures parents are fully informed about and in agreement with their children's care and education. The childminder closely monitors children's individual progress using a tracking document, in order to support their achievements and ensure early intervention where further support may be required. The childminder demonstrates a good commitment to

continual improvement through self-evaluation, which includes close links with other childminders and participation in her local authority quality assurance scheme. Areas identified for improvement positively impact on the childminder's practice and children's achievements. For example, since the last inspection the childminder has completed a childcare at level 3 and attended a number of short courses.

The childminder fosters children's sense of belonging through well-organised routines that ensure the smooth operation of the childminding service. The childminder stores toys in accessible storage boxes, in order for children to make choices about what they want to play with. The childminder complements children's learning with outings within the local and wider community and through planned activities in the garden. For example, children visit museums and farms, their social skills are developed further through their attendance at playgroups and they explore lavender plants and grow sunflowers. However, the childminder is yet to provide a greater range of more flexible resources in her outdoor area that can be used in many different ways to ignite children's imagination.

Children's welfare is promoted through good risk assessments, which identify and minimise hazards, to prevent accidents or incidents. The childminder implements further safe practices, such as securing babies in their car seat while they sleep and taking them into the kitchen with her. The childminder has a good knowledge of child protection issues, with clear reporting procedures displayed should concerns of this nature arise. Close relationships are established with parents to ensure that children's individual needs are successfully met. Parents receive good quality information when their children enrol. Following this, there is continual ongoing communication through daily friendly exchanges, notices and messages and photographs, exchanged within text messages. Parents are encouraged to share their views verbally, in order to help the childminder inform and improve her service. Written comments reflected in letters provided by parents are very complimentary about the care of their children. The childminder has a secure understanding of working closely with other professionals to meet children's individual needs and ensure inclusion. Some effective links are held with providers where children attend other settings. For example, the childminder passes on her observations, which include identified next steps for learning and complements topics. However, she does not encourage other providers to share precise details about their own targeted next steps for children's development, in order to fully ensure a shared and consistent approach.

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	EY259824
Local authority	Bradford
Inspection number	877557
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	06/07/2009
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

