

Inspection date	14/10/2013
Previous inspection date	30/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children engage in an interesting and challenging learning environment. As a result, they remain motivated to learn.
- Children are protected while at the childminder's provision, because the childminder has a good understanding her responsibilities to meet the safeguarding and welfare requirements.
- Partnerships with parents and others are highly effective, which means children are very well supported by the childminder.

It is not yet outstanding because

- Sometimes children are unsure of what is expected of them, because on occasion the aim of the activity is not repeated.

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 the quality of teaching and activities in the play area.
- The inspector took account of the views of parents spoken to on the day and information from the assessments.
- The inspector spoke to the childminder.
- The inspector looked children's assessments records and planning documentation, and checked evidence of appropriate training and how the childminder monitors her provision.

Inspector

Thecla Grant

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged seven, eight and 10 years in the Gilstead area of Bingley. The whole ground floor of the house, two bedrooms on the first floor and the rear garden are used for childminding. The family has tropical fish and two rabbits as pets. The childminder attends the local toddler group and activities at the local children's centre. She also visits the shops and park on a regular basis and collects children from the local school and pre-school.

There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates during term time only from 7.30am to 5.30pm, Monday to Friday. She is a member of the Professional Association for Childcare and Early Years. The childminder provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- refine how activities are organised, by always repeating what children need to do so that they are clear about what is expected of them.

Inspection judgements

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

The childminder effectively promotes children's learning by providing various challenges for them to explore, and engaging in activities. For example, children learn the difference between blowing and sucking into the straw to make bubbles in the paint. They constantly show a can-do attitude and keep persisting until they are successful. Children's communication and language is promoted through listening games, such as movement and music activities. They follow instructions to pretend to be crocodiles and to march around the room. Children's physical development is supported by activities that involve the fine motor movement of squeezing a small rubber tube between thumb and finger, to fill the tube with paint. This activity is well received by the children and provides an appropriate challenge. However, there is scope to improve how the activity is organised by frequently showing children what is expected of them.

The childminder has high expectations for the children, therefore, they are taught to

recognise the letters in their names from an early age. Consequently, children who are not yet three years old can identify what their name looks like and count to ten. Children over three years know their primary colours and most shapes. As a result, children are making good progress in the prime and specific areas of learning and are developing the key skills needed for their next steps in their learning, including school. Children who attend after school head straight to the arts and craft area, where they play for a period of time before heading into the television room.

The childminder has carried out the progress check at age two and shares the information with parents. The summary report includes where children are in their development age band and the progress that they have made. The childminder also observes children to find out what they are interested in, and plans activities for the next steps in their development. All observations are linked to the areas of learning.

Parents are fully included in their children's learning. For example, when their child first starts to attend they are asked about what their child can do, and this is used for their starting points. Parents are also encouraged to read books to their children at home. Further to this, the childminder gives parents ideas on activities they can do with their children at home. This has resulted in parents making play dough for their child.

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

The childminder has clear settling-in procedures to support children to settle quickly. Parents are encouraged to stay with their children until they settle, and share information about their care routine to support the childminder in caring for their children as they would at home. Consequently, children and parents develop strong bonds with the childminder. Children develop their social skills as they play with the dolls and include their friends in their play by asking them to help to dress the dolls. Children's self-esteem is constantly supported through regular praise and encouragement by the childminder. Therefore, they independently access the resources provided and play well together.

The childminder teaches children how to keep themselves safe by practising the emergency procedures with them. Children also know what these are and confidently explain them. Children attending school know the outing policy and follow the procedures. For example, they hold hands when walking from school. The childminder is quick to remind children who forget and they quickly obey; this means that the behaviour management policy is effectively implemented in her provision. Children who are in the early years age group know the routine well and know what is expected of them. Those who attend after school have devised the house rules, and make sure each other keeps them. As a result, all children are well behaved.

Children's health is constantly promoted through regular fresh air and exercise. For example, the childminder takes children to soft play gyms for them to promote their large motor development and learn to move in different ways. Children also have regular access to the childminder's garden, and develop their coordination by manoeuvring the sit-and-ride toys. The childminder provides healthy snacks and meals for the children; they develop their social skills as they help to set the table and sit together at meal times to

talk about their day.

Transitions to school and nursery are well organised by the childminder. For example, before children start school she takes them to the coffee mornings and the drop-in sessions that the school offers. This means that the childminder works well with parents to support their children's transitions to other provisions.

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

The childminder has a good understanding her responsibilities to meet the safeguarding and welfare requirements. For example, she has provided the names of all adults living in her home, to ensure that appropriate checks are carried out for their suitability. She has also devised a risk assessment and uses it as a working document to check that her home is safe for children, indoors and outdoors. As a result, the childminder uses appropriate car seats for children and has suitable car insurance. The childminder stays within her ratios because she monitors the amount of children who will attend each day by keeping an accurate register. This means that children are protected while in the childminding provision.

The childminder has a good understanding of what to do if she feels that a child is at risk. This is because she knows what signs and symptoms to look for and who to report her concerns to. She also attends regular training courses. For example, she has attended 'Every Child a Talker' training and an inclusion workshop, as well as maintaining her paediatric first aid certificate. The childminder has also attended training to support children in her provision who need specialist attention, such as anaphylaxis training. This demonstrates that the childminder is keen to further her professional development, which means that children's learning and development are constantly improving.

The childminder has a good understanding of the learning and development requirements and plans her learning environment to reflect the educational programme. She uses the development bands to monitor children's progress and check for gaps in their learning and development. The childminder has effectively implemented the recommendations from the last inspection, to involve children in her self-evaluation, for example, she uses questionnaires for children as well as their parents. The childminder also evaluates her provision through quality assessments devised by the local authority. This means that the childminder consistently shows that she is able to sustain improvement.

The childminder works very well with parents and other professionals. She has devised a newsletter for parents which she shares each term. She also liaises well with the school and is very well supported by them and the nursery. The childminder has also built links with health visitors, and supports parents in accessing outside professional help for their 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	EY378955
Local authority	Bradford
Inspection number	914006
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	17
Name of provider	
Date of previous inspection	30/01/2009
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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