

Inspection date	17/10/2013
Previous inspection date	07/11/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- The childminder uses her considerable experience of how children learn and develop to make highly accurate assessments of their progress. This enables her to plan their next stage of learning effectively and helps ensure they make excellent progress in relation to their starting points and individual capabilities.
- The childminder treats all children in her care with great warmth and affection. They feel exceptionally safe and secure because of the extremely close relationship they have with her.
- The childminder constantly seeks to improve her practice to maintain and improve all children's opportunities to achieve the highest level. She has highly effective systems in place to monitor and assess their individual learning needs.
- Children thoroughly enjoy exploring and investigating their surrounding environment and the excellent range of toys and activities. These are freely available both indoors, in the large garden and outside in the community and comprehensively cover all areas of learning.
- The childminder supports children's communication and language development with full effect. Her continual engagement in conversation with the children promotes their thinking and vocabulary, because when questions are asked, they are open-ended and children are given plenty of time to respond.
- Partnership with parents, other agencies and professionals are exemplary. This results in children's care and learning needs and their transitions to other providers, such as school and nursery are being met exceedingly well.

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 children playing with the excellent selection of resources and taking part in a variety of activities and a joint observation with the childminder.
- The inspector looked at children's individual learning records.
- The inspector talked with the childminder throughout the inspection and looked at a selection of documentation.
- The inspector was shown around the premises of areas used for childminding both indoors and outside.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child, who are also registered childminders and her grandson aged five-years-old in Eldwick on the outskirts of Bingley. The whole of the ground floor, upstairs two bedrooms and front and rear garden are used for childminding. The family has two dogs as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools, nurseries and pre-schools. There are currently 22 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. She operates from 6.30am until 6pm, Monday to Friday, all year, except for family holidays and Bank holidays.

The childminder holds a qualification in childcare at level 3 and is accredited. She receives funding for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance further the already abundant labelling around the setting through providing pictures to accompany the words to ensure children have more opportunities to learn that print carries meaning.

Inspection judgements

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

The childminder plans and provides an exceptionally varied range of activities and experiences for the children, indoors, outdoors and through outings. She is fully aware of the initial need to support children in the prime areas of learning of personal, social and emotional development, communication and language and physical development. This provides them with the foundations from which they can be challenged further, to develop skills in literacy, mathematics, understanding the world and expressive arts and design. She uses her excellent understanding of their individual interests and next steps in learning to plan her provision, so that it continually interests and challenges them. As a result, children make exceptional progress in all areas of their learning and development and are extremely well prepared with the knowledge and skills they need in readiness for

school.

Comprehensive observation and assessment of children leads to planning for learning that is tailored to individual needs and interests. She offers an outstanding mix of continuous, child-led provision and adult-initiated activities, so that children can develop their own ideas and be fully supported in developing their skills and understanding. The childminder creates an exceptionally stimulating learning environment where children make independent choices from the accessible range of high quality resources. They show great confidence and curiosity as they take part in their chosen activities. Although, there is an abundance of labelling around the home, this could be further enhanced through photographs to further promote children's understanding of letter and picture recognition. Information provided by parents enables the childminder to clearly identify starting points for learning and parents' views are highly valued. She engages parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress, planning together for their learning. Parents complete daily diaries, weekend books and contribute in their children's learning records. These positive partnerships and relationships ensure that there is effective information sharing and consistency for each child. This includes children with special educational needs and/or disabilities, which means that they receive exceptional support to ensure that their needs are fully met.

The childminder supports children's communication and language development with full effect. Her continual engagement in conversation with the children promotes their thinking and vocabulary, because when questions are asked, they are open-ended and children are given plenty of time to respond. The childminder actively listens and joins in with their activities, in order to further extend their learning opportunities, ensuring that her support is skilfully matched to their individual needs. For example, children sit and listen with the co-childminder about the story of the monster. Some children come away from this activity and the childminder immediately extends and challenges them asking if they would like to make a hedgehog that is mentioned in the story. Children are keen to stick the straws on to the hedgehog and then the childminder explains how they hibernate in the winter. Children respond well to this activity talking and showing the childminder where the spikes of the hedgehog are and counting how many they have stuck on. Older children then take the activity further using their own initiative and place the pretend hedgehog under the table covered saying it is going to sleep as it is winter. Throughout this activity, the childminder's quality of teaching is exemplary as she encourages children to not only think for themselves, but guides them in their development of mathematics, expressive design and their imagination as they play under the make believe tent. Children are also continually questioned when playing and they move to the role play area and pretend to make lunch for the childminder. She talks to them about the goodness in the food being bought and prepared for her.

Children go to the sand tray and other children invent a hide and seek game. They place the different moulds under the sand and tell the childminder and their friend to close their eyes as they cover them up. Children join in this game with excitement and as they find the objects, the childminder asks them what colour and size they are. They tell the childminder the correct colours and explaining that some are big while others are small. This promotes children's understanding of colour and size in a fun way. Children

throughout the inspection independently choose from the vast selection of books in all areas, including the very well-resourced outdoor area. This ensures that children have very good opportunities to develop their literacy skills through reading books and recognising words displayed around the setting. All of these activities means that children are constantly challenged and motivated in their learning, reflecting the childminder's first-class teaching and her ability to meet the individual needs of children within a wide age range.

The childminder completes the progress check at age two and gives extremely detailed explanations and information to parents and other agencies involved. She gives good explanations to parents, ensuring they have a good awareness of how their children are progressing within the prime areas of learning and development. The childminder also completes a report to accompany this and parents contribute to all of the documentation. This helps to ensure a high quality of continuity of care and means that parents and the childminder are working very closely to enable a strong awareness of children's progress.

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

Children thoroughly enjoy their time at the childminder's setting. They are very confident in their relationship with her as they happily move around the bright, child friendly and attractive environment. Children move purposefully around the indoors and outdoors. The childminder supports children in developing their physical activities and ensuring they receive lots of fresh air. They go on daily walks around the countryside and thoroughly enjoy playing in the garden, where they can run around and ride the wheeled toys. Children regularly go to a wide selection of visits within the community and further afield. For example, walks to the parks, local farms to feed the animals and trips to the seaside. This helps to promote children's understanding of a healthy lifestyle and develop their physical skills exceptionally well.

The childminder and her co-childminders have a very firm key person system in place and ensure that parents are introduced to their child's own key person during settling-in times. The childminder identifies and records an in depth amount of information in relation to the children's learning stage and also welfare needs and requirements. Children bond extremely well with the childminder approaching her whenever they need reassurance and for a general discussion. This ensures children feel welcome and settle extremely well and move around very confidently in this extremely pleasant and enjoyable environment.

The childminder ensures that all children have a very good understanding of how to stay safe within the home through regular practising of fire drills. Children also get a vast amount of opportunities to learn about the emergency services. For example, police cars and fire engines all visit the home and children get opportunities to listen to the fire and police officer explain to them about how to stay safe and their role in the community. Children also extend their learning through role play as they dress-up and pretend to be in the emergency services. The childminder gives children firm instructions of the importance of helping to tidy the toys away, so as not to fall or trip over them. Children's knowledge of safety also extends out into the community, as they follow road safety instructions about crossing the road and all children are fully aware of always holding hands and

wearing high visibility jackets, so they can always be seen.

Children develop an exceptionally good understanding of their own self-care and the importance of good health. Very good eating habits are promoted as they talk about what they are eating and enjoy social occasions as the children and childminders sit together as they have their meals and snacks. Drinks of milk and water are always available and young children are encouraged to drink regularly and all children have their own recognisable cups, through the colours that they easily identify. Children are provided with a healthy and nutritious diet and a menu is displayed and their dietary needs are taken account of. Children also help to make their own pizzas and also pasta sauces, along with chopping up the vegetables and complete lots of baking activities where they talk and learn about the goodness in the food they are preparing.

The childminder is an excellent role model. Good hygiene practices are reinforced as children see hand washing posters in the bathroom and use disposable paper towels to help prevent cross-infection. Children are encouraged to go and brush their teeth after their meals and for older ones before they go off to nursery, where they follow instructions and brush them, rinsing them and then placing the toothbrushes back in the holder.

The childminder has high expectations of behaviour and children behave extremely well. Younger children play alongside each other well and older children develop an excellent sense of responsibility for the younger ones as they ask them how they are feeling and share the toys with them and comfort each other when they are upset, demonstrating care and concern for others. The childminder fosters children's sense of community care and responsibility as they go out regularly in the local community, for example, to collect older children from schools, nurseries and visiting children's centres. This sense of familiarity and the links that the childminder is promoting with other practitioners supports children's ongoing learning. This excellent combination provides support that helps build self-esteem and helps children develop key skills for moving on to school.

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

The childminder has an excellent understanding of how to deal with safeguarding issues and has all of the required documentation in place. She has attended training to refresh and develop her knowledge of safeguarding matters and fully recognises the importance of protecting the children in her care. The childminder gives the utmost priority to keeping children very safe and secure, through highly effective supervision and her comprehensive policies and procedures. Risk assessments are used very effectively to help minimise hazards, both within the setting and on the many and varied outings, which the childminder provides for the children.

The childminder has expert knowledge of the learning and development requirements. She makes very accurate assessments of the children's progress, based on an extremely secure understanding of the areas of learning and how they learn. As a result, children are offered challenging and highly stimulating experiences and activities, which are tailored to

their individual needs. This results in them making outstanding progress. Highly detailed and rigorous tracking, observation, evaluation and monitoring procedures are in place. These are very frequently shared with parents, who make highly positive comments and share in the assessment of their child's learning. Parents can also contribute to the monitoring process through the completion of questionnaires, giving their views about the provision. Views expressed are exceptionally complimentary and it is very clear that parents have a very high level of trust in the childminder. Extremely positive relationships with parents are firmly established and parents state that they have high levels of information about their child's learning. This contributes to excellent continuity of care between the childminder's setting and the child's home.

There are very thorough systems in place for self-evaluation and the childminder has a very strong commitment to improving and developing the already high quality service she provides. The childminder works extremely closely with the co-childminders she works with and together, they identify their strengths and realistic areas for improvement and as a team that work very well together. She is fully aware of the requirements to notify Ofsted of any changes to her provision. The childminder is very open to the opinions of her co-childminders, parents, children and other professionals about her practice and provision, to support her constant drive for the highest quality attainable. She has fully implemented the recommendation from the last inspection and as a result, there are excellent resources in place showing positive images of people with disabilities to support children's understanding of difference. Children are very well prepared for their transition to school because they are very well supported and receive high levels of continuity in their experiences. The childminder shares regular reports with the teachers at both nursery and school and has weekly meetings with them to ensure continuity of care and learning are of the utmost priority.

The childminder has a very strong commitment to professional development. She regularly attends further training and is at present completing a degree in childcare qualification and carries out her own research to enhance her knowledge and skills. The childminder is an active member of the local childminding network where she shares good practice and gains ideas to develop her provision. Her hard work, dedication and pursuit for excellence have resulted in her achieving the status of Quality Assurance from the local authority. As a result, children make outstanding progress.

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	302545
Local authority	Bradford
Inspection number	936994
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	07/11/2012
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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