

Inspection date	17/10/2013
Previous inspection date	23/01/2012

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 are happy and secure with the childminder and in the setting. They show strong levels of attachment and interact well with her.
- The childminder places a strong focus on helping children to acquire communication and language skills, and on supporting their personal, social and emotional development.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The good range of resources are developed to meet individual children's interests and keep them motivated.
- The children's health, safety and well-being are given priority. The childminder has well-written policies and procedures, and keeps accurate records which all support children's care and development.

It is not yet outstanding because

- Children's independence is not fully embedded at lunch and snack times, and sometimes when choosing toys they are not always fully encouraged to self-select from the already good selection of resources available.

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 talked with the childminder and children throughout the inspection.
- The inspector looked at the children's learning records, child record forms, planning and other documentation, including policies.
- The inspector looked at the resources available to the children and observed them at play throughout the inspection.
- The inspector completed a joint observation with the childminder.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents, who are both registered childminders, and her child aged five years in Eldwick on the outskirts of Bingley. The whole of the ground floor, two bedrooms upstairs and the front and rear garden are used for childminding. The family has two dogs.

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 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. The childminder operates from 6.30am until 6pm, Monday to Friday, all year round, except for family holidays and Bank Holidays. She holds a qualification in childcare at level 3 and receives funding for two-, three- and four-year-old children. She 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 areas for children to develop their independence through serving themselves at snack and meal times and encouraging them more to self-select toys independently.

Inspection judgements

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

The childminder is well organised and provides a welcoming and educational environment which supports children well. She has a good level of awareness of how to recognise children's individual needs and abilities. For example, she completes thorough learning records of children's progress. Children play with a very good range of toys and activities to ensure they are stimulated throughout their day. However, children's independence is not always fully promoted as opportunities are not maximised. For example, children do not always self-select toys they wish to play with, and at meal and snack times they cannot fully serve themselves as meals are served to them.

Children's communication and language are promoted well as the childminder holds

conversations with them. She asks open-ended questions, encouraging children to join in conversations and build their confidence. For example, when reading a book to the children about a witch and the broomstick, she asks children about what a broomstick is and what we use it for. Children respond well explaining that they had earlier pretended it was a hedgehog and sometimes 'we sweep up with them'. This helps to promote children's imagination and communication skills as they talk to each other. The childminder promotes children's understanding of the world around us. She encourages them to fill up the watering can, and they then swiftly go to the carrots they have grown and show the inspector them and express how 'big and fat' they are. This also develops children's knowledge of size recognition. Children enjoy playing outside in the well-resourced garden, and the childminder teaches them how to play with the different musical instruments and shows them how one is shaped like a triangle. Then when inside, she shows children the shape jigsaw. Children are keen to take out the different shapes and then they confidently place them back in the correct places, recognising that the one shaped like a triangle is the same as the musical instrument they played with outside. They also tell each other the different colours of the jigsaw, pointing out 'red' and 'green'. This promotes children's identification of shapes and colours. As the children complete the jigsaws, the childminder promotes their self-esteem and confidence with lots of praise.

The childminder considers children's individual interests and needs well when planning activities and experiences based on her knowledge of children's prior learning. She completes accurate and precise observations and assessments of children, and uses these effectively to plan suitably challenging activities. Parents are aware of the children's learning records and make positive contributions to them. For example, they state how pleased they are with how well their child is learning. Parents are also given lots of opportunities to inform about how their children learn at home through daily diaries and also 'the weekend book' where parents tell the childminder what the child has done while away from the setting. This enables the childminder to use this information to further enrich her own planning for children so they gain the necessary skills for their future learning. The childminder also completes thorough regular summaries of each child's individual progress, and records their next steps and evaluates the activities they have participated in. This helps to monitor their development as it is linked to areas of learning, along with their age and stage of development.

The childminder has a very good understanding of the importance of completing the progress check at age two years, and gives good explanations to parents and encourages them to contribute. She completes these in depth, along with her co-childminder's input relating to each child's progress in the prime areas and identifying their next steps.

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

Children's all-round health is fully promoted in the home. They benefit from the good provision of healthy and nutritious meals and snacks, which are planned effectively taking into account children's likes and any dietary requirements. Children enjoy extensive opportunities for fresh air and exercise to promote an active lifestyle. They take regular walks to and from schools, visit local farms and go on trips to the seaside.

The children additionally learn about healthy lifestyles by being encouraged to wash their hands and dry them on disposable towels, and there are posters displayed in the toilet to reinforce this. Children also brush their teeth after having lunch, with clear instructions displayed for them to follow. They have drinks of milk and water available to them throughout the day in their own cups. The childminder also follows a very good nappy changing procedure where she ensures disposable gloves are used and children's hands are wiped after changing them. All of these contribute to preventing the spread of infection and encourage a hygienic and healthy environment.

Children's safety is given high priority. For example, children practise fire drills and on the way to school the childminder talks about looking and listening for cars prior to crossing the road, and all children wear high-visibility coats. When in the home, the childminder gives clear explanations to children about how to keep safe. For example, they are encouraged not to run around the home and to sit on the chairs properly to prevent accidents. This helps to develop children's awareness of safety and ensure a safe environment.

The children's behaviour is good. The childminder sets clear boundaries and encourages children to share and take turns. Children respond very well to gentle reminders of how to be polite, share and use good manners. The childminder has a very in-depth policy and procedure in place and always discusses the strategies used with parents. This ensures that they work positively together in relation to their children's behaviour. The childminder is a very positive role model for children. She consistently praises and encourages them, building on their self-esteem in a child-orientated, well-resourced and fun environment. The childminder gathers good information from parents about their child to ensure their needs are met. This also helps children to make the move from home to the setting.

The childminder ensures that children's sense of community is promoted well. She takes them out to children's centres and on daily walks to nursery and school. This sense of familiarity and the links the childminder promotes with other practitioners, including her co-childminders, support children's ongoing learning. This good combination provides support that helps children to build self-esteem and social skills, and to develop key abilities for moving on to school.

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

The childminder is enthusiastic, dedicated and fully committed to caring for children. She regularly reflects on her practice and the service she provides, to maintain and improve the quality of care and education for all children. The childminder identifies her own professional development training needs based on a self-evaluation process, and identifies her own strengths and improvements, such as completing more training around planning. The self-evaluation system includes the views of parents and children, and is used to maximum effect. She completes the self-evaluation form in conjunction with her co-childminders. This ensures good consistency and continuity of care and learning for all children. The childminder has fully addressed the recommendations from the previous inspection and has improved the planning and assessment for children.

Safeguarding is very effective as the childminder has a good knowledge and understanding of safeguarding procedures and knows what to do and who to contact in the event of a concern. Detailed organisational policies and procedures are implemented consistently, and successfully maintain children's safety and well-being. All health and safety systems are in place and the childminder has completed training, including first aid and child protection, to update and enhance her skills and knowledge in all areas. Partnerships with parents are well established and make a good contribution to meeting children's needs. For example, parents have access to all policies. The childminder is fully aware of the importance of partnerships with external agencies to ensure appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need. She has already established links with the schools that she collects children from, and regularly shares information with them to ensure continuity of care and learning for children.

The childminder has a secure knowledge of the educational programmes, and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. There is a strong system in place to observe, assess and monitor each child's progress, which ensures children make good progress towards the early learning goals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY402757
Local authority	Bradford
Inspection number	936995
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	22
Name of provider	
Date of previous inspection	23/01/2012
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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