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| <b>Inspection date</b>   | 19/11/2013 |
| Previous inspection date | 02/03/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- A strong emphasis is placed on the development of young children's communication and language. The childminder makes extremely effective use of the knowledge gained from training, reflected in her skilful interaction and use of innovative resources to engage young children.
- The childminder monitors the provision for children effectively to ensure she maintains and improves the quality of experiences for children.
- The childminder knows each child in her care well because she observes them continually and undertakes accurate assessments of their progress.
- The childminder provides a safe and secure environment and is aware of her responsibilities to safeguard children, should concerns of a child protection nature arise.

### **It is not yet outstanding because**

- There is scope to enhance the range of open-ended sensory resources to enhance young children's creativity and imagination, and to review adult-initiated activities, in order to fully engage young children's attention.
- There is scope to enhance the already good partnership working with providers where children attend other settings, to ensure a fully consistent approach to children's learning.

## 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 compulsory part 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 garden.
- The inspector spoke with the childminder and children 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 questionnaires.

## Inspector

Rachel Ayo

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and children aged nine and six years in a house in the Eccleshill area of Bradford and uses the whole of the ground floor, children's bedrooms and bathroom on the first floor and rear garden for childminding. The childminder attends groups and visits local shops, parks and a library on a regular basis. She drops children off at and collects children from school. The childminder has a dog, a bird and a hamster.

There are currently eight children on roll, three of whom are in the early years age group who attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-year-old children. The childminding provision is open all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a 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:

- review and extend the range of open-ended sensory resources, in order to enhance the richness of the environment and good quality experiences for young children, and continually review adult-initiated activities, to ensure they consistently enable young children to explore their own ideas, to fully engage and motivate them
- strengthen the existing positive relationships held with other providers where children attend school, for example, by sharing more precise information about children's individual next steps for learning.

## Inspection judgements

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

The childminder creates a bright and accessible learning environment. This effectively fosters young children's sense of belonging and enables them to engage in active learning through exploring and exercising choice over their activities. For example, signs, photographs, children's artwork and labelling adorn the walls and a good range of toys is set out as well as being stored at low level in labelled tubs and boxes. Although, the range of open-ended sensory resources that provides young children with more rich and imaginative experiences because they have no intended outcome or use, is less developed. As a result of the childminder's very good knowledge of the areas of learning, she effectively plans a wide range of interesting first-hand experiences. For example,

children visit farms and museums where they take part in spooky Halloween activities, and explore nature and the environment using the 'What can you find in the garden' photographs booklet created by the childminder.

The quality of the childminder's teaching is very good, including her enthusiasm and skilful interaction. Consequently, young children are developing the key skills needed for the next steps in their learning, including nursery and then school. For example, young children make their own discoveries and have space and freedom to initiate, lead and conclude their own play. When they say they want to do some gluing, the childminder provides a box containing different collage materials, in order to follow young children's lead and interests. This fosters young children's creativity as they develop and represent their own ideas. They recognise items, such as a feather, and delight in observing this as it slowly floats back down when dropped from a height. Young children learn to speculate and investigate as they try this with alternative items, such as some thick tissue paper, which drops more readily. The childminder ceases this opportunity to extend young children's learning as she says 'That one dropped down quickly didn't it? That's because it's heavier'. Young children are given time to solve problems, although the childminder sensitively intervenes to prevent them from becoming frustrated. For example, she suggests they turn the lid around so that it fits on to the dough pot. Young children are confident communicators and have extremely good language skills because the childminder is an effective role model. She encourages young children to express themselves, develops their vocabulary and extends their use of new words. This is reinforced through young children's enjoyment of books, fostered through exciting story-telling and effective questioning. For example, young children are encouraged to predict what happens next as they recall the story. The childminder engages young children further through the use of interesting props, such as puppets and characters within favourite story sacks, some of which she has created herself.

The childminder incorporates children's next steps and interests within her weekly planning and these are informed from her precise and regular observations and assessments of what the children know and can do. Consequently, children make very good progress in their learning and development and are working comfortably, or exceeding the typical range of development expected for their age. Although, some adult-initiated activities with an intended learning outcome, such as making dough facial features on laminated face pictures, do not always enable young children to explore their own ideas. Consequently, their attention is not consistently sustained resulting in them losing interest. Parents are well informed about their child's progress and there are successful strategies to engage them in their child's learning, to ensure they make optimum progress. The childminder regularly shares children's records of learning and parents can view the computer slide show, exemplifying children taking part in different types of play opportunities. Parents share their own observations and are invited to add comments to regular development summaries alongside supporting next steps for learning, for instance, by taking home resources, such as story sacks.

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

The childminder has effective settling-in arrangements. This consists of well-organised settling-in visits and a detailed individual needs document being completed by parents on their child's enrolment. This enables the childminder to build up a good knowledge of each child and their family, develop secure and trusting relationships and follow home routines. Consequently, children build strong bonds and attachments with the childminder, which fosters their emotional well-being during the transition from home to a new and unfamiliar environment. Continuity of care is reinforced by the childminder sharing a daily record of children's daily care routine with parents. To ensure children's continued sense of security, the childminder prepares them for their move to a new setting, such as school, through reading stories at the library and talking about the forthcoming event. Young children readily approach the childminder, for example, to sit on her knee for a story, showing they feel safe with her.

Young children are effectively supported in their developing awareness of appropriate expectations for behaviour. For example, when they push their food away, the childminder gently and patiently cajoles them to eat a little bit more. As they continue to indicate they do not want this, the childminder allows them to continue playing and pursue their interests. The childminder fosters young children's self-esteem and confidence by praising their achievements, such as their bright and colourful collage. They beam with delight, proudly showing their creation to the visitor. Young children learn to take managed risks under close supervision as they explore their environment. Their understanding of dangers and keeping themselves safe is reinforced through explanations from the childminder about sitting on the chair properly to prevent them falling off and hurting themselves. Older, more able children learn about their own and others' feelings through topics, such as 'Ourselves' and share their own ideas about house rules. They learn about aspects of staying safe through discussions about road safety and stranger danger, their understanding of which is interpreted within their displayed drawings.

The childminder encourages young children to manage tasks appropriate to their age and stage of development, in order to effectively foster their developing independence and understanding of good hygiene practices. For example, young children readily hold their hands out in preparation for the antibacterial hand gel, rubbing this in between their fingers on the childminder's direction. The childminder talks about putting tissues in the bin after wiping noses and cleans her hands afterwards, providing effective role modelling. Young children help to put on their wellington boots and all-in-one waterproof suit in preparation for playing outside and readily express their needs, such as wanting a drink. Through her planning of healthy meals and snacks the childminder sends positive messages to children about making good choices about what they eat. This is reinforced through planting and growing food and children have good access to outdoor play which further promotes the importance of healthy lifestyles. While playing outside they practise newly developing physical skills as they play alongside the childminder with a bat and ball.

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

The childminder understands and fulfils her responsibilities in meeting the safeguarding and welfare, and learning and development requirements of the Early Years Foundation

Stage. She continually reviews the delivery of the educational programmes and her observation, assessment and planning, in order to ensure all children's progress is closely monitored. Consequently, where children may require additional support, this is identified at the earliest opportunity to narrow the achievement gap. There is a strong focus by the childminder on keeping children safe. She identifies and minimises hazards indoors and outdoors and is vigilant in noticing new hazards, preventing accidents. For example, she holds young children's hand as she escorts them to the grassed area of the garden, to avoid them slipping on the decking, affected by the frosty weather. The childminder is able to identify possible signs of abuse or neglect and the procedures for reporting such concerns, to ensure children are protected.

The childminder evaluates her provision effectively, for example, by taking part in her local authority quality assurance scheme. As part of this, regular monitoring visits take place and suggestions for improvements are positively welcomed and addressed. The childminder has a clear and successful improvement plan, in order to support children's achievements over time, and good progress has been made since her last inspection. The childminder has successfully applied for, and is now eligible to deliver funded places for two-year-old children. A key plan for the future is to offer nursery education for three- and four-year-old children. This further demonstrates the childminder's commitment to fostering children's continued sense of security as it would prevent them from having to move between settings. The childminder demonstrates a strong commitment to her continued professional development, having attended a number of training courses and gained a childcare qualification at level 3. Her extended knowledge of early years practice clearly impacts positively on educational programmes, partnership working with parents, the outdoor provision and children's communication and language. The childminder values parents' views gathering these, for instance, through questionnaires which reflect complimentary comments. Consequently, these help her to review, inform and adapt her service, such as the provision of food.

The childminder has a good knowledge of the importance of working closely with parents and keeping them up-to-date with what is happening, in order to provide good quality consistent care and education for each child. Parents receive ample information when their child enrolls, for instance, through a detailed welcome pack and photograph booklet evidencing what children do. Subsequently, there are face-to-face exchanges, information, such as the weekly menu, is displayed and there are regular newsletters and additional notices including through an online system. Where children leave for school the childminder passes on development information, in order to help other providers assess children's individual needs. The childminder obtains the reception teachers' autumn term planning document, in order to complement children's experiences. Although, there is less precise information exchanged about children's individual targets in their learning, in order to fully ensure a consistent approach. The childminder has a secure understanding of partnership working with other professionals where children are identified as having additional needs, should she be required to do so.

### **The Childcare Register**

The requirements for the compulsory 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY398733    |
| <b>Local authority</b>             | Bradford    |
| <b>Inspection number</b>           | 879335      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 5           |
| <b>Number of children on roll</b>  | 8           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 02/03/2010  |
| <b>Telephone number</b>            |             |

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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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