

Inspection date

20/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good knowledge of current learning and development guidance. She effectively promotes children's learning through good communication and interactions and so they make good progress.
- The childminder supports babies' emerging language skills very well, as she provides close interaction, responds to what they do and say and engages superbly with them. Consequently, babies are very settled, happy and animated and they make good progress in their communication and language development.
- Parents are very pleased with their children's care and progress. The childminder works very well with them to keep them updated and shares information regularly. This means that partnerships are good to provide continuity and consistency for children.
- Children are cared for by a very competent childminder, who provides a well maintained environment. As a result, children feel safe and secure.

It is not yet outstanding because

- There is scope to extend children's already good literacy skills by providing greater opportunities for children to see and recognise familiar words and signs.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation, including children's learning journals and planning.
- The inspector took into account feedback from parent questionnaires.

Inspector

Shazaad Arshad

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their two children aged one and two in Baildon, Bradford. The whole of the ground floor is used for childminding and the first floor bathroom facilities. The childminder collects children from the local school and pre-schools. The childminder usually provides care throughout the year on weekdays from 8am to 6pm. There are currently three children on roll and all of whom are in the early years age group and attend for a variety of sessions. The childminder holds a level 3 childcare qualification.

What the setting needs to do to improve further

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

- provide more opportunities for children to see and recognise familiar words and signs to help promote children's letter recognition and literacy skills further.

Inspection judgements

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

The childminder plans a range of interesting, motivating and challenging activities across the seven areas of learning that are matched to the needs and interests of individual children. For example, she plans a visit to local library reading sessions to further develop children's interest in books. Teaching is good because she has a good strong knowledge of where children are in their learning as she uses information from parents and her own observations, to establish their starting points. For example, she completes accurate baseline assessments after six weeks and identifies learning and teaching priorities based on her accurate findings. As a result, the ongoing observations and assessments are planned carefully with the needs of individual children in mind.

The childminder plans the routine to enable her to have more one-to-one time to interact with young babies, so that they can develop their own play ideas. As a result, children are confident in moving themselves around the textured play resources and selecting the soft play items that interest them. The childminder rotates these, so babies are stimulated by exploring the exciting sand games. For example, they delight in filling containers and using their scoops and moulds to make interesting shapes. The childminder is skilled at extending their play and ensuring the environment invites positive responses from babies as they smile, touch and explore the introduction of water in the sand tray. Children are generally provided with a good range of play equipment. Focused teaching around communication and language enables children to develop their confidence with language using songs. They explore the different noises that instruments make and with the support of the childminder, they begin to learn how sounds can be changed. However, they have

fewer opportunities to extend their good literacy skills and recognition of words. For example, the learning environment is not rich in labels, signs and posters, so that children understand that print carries meaning. Children express their own thoughts and ideas through creative play. They dress-up and use role play to re-enact everyday activities, such as cooking and caring for each other. Children enjoy using art and craft materials to express their ideas and love joining in with songs and actions. This means that children make good progress in the prime areas of learning. As a result, children are gaining the key skills they need for the next steps in their learning.

Parents are encouraged to share information about what children have enjoyed at home, so that the childminder can extend this further. For example, the playhouse was used to explore children's ideas around recognising colours to decorate bedrooms. As a result, the childminder has a full picture of children's interests, both at home and in the setting and plans effectively, using these to support their future learning. The childminder has a good knowledge and understanding of the 'progress check at age two' and has already completed this with parents. This helps to keep them well-informed of their child's progress and development.

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

The childminder is committed to providing a home from home atmosphere for all children in her care. She is calm and caring and children relate very well to her. They love playing alongside her and sharing their achievements. Children thrive on the close bond they have developed with her and enjoy being in her care. This is demonstrated as children follow the childminder wherever she goes and seeks her out for cuddles. In addition, the planned daily routine with only one minded child everyday allows children to quickly build secure emotional attachments and trusting relationships and helps children to feel safe. This means that settling-in procedures are very effective and their personal social and emotional development is effectively promoted. Children's behaviour is good as they are fully engaged in their activities. Children learn to play alongside each other and share resources. This is enhanced by visits to local children's centres and toddler groups to support quieter, less confident children. Children are independent, which helps to prepare them well for the next stage in their learning.

Children's awareness of health and safety is promoted through daily routines, discussions and activities. For example, children are provided with healthy snacks and nutritious home cooked meals, this promotes their awareness of healthy eating. Children learn good hygiene habits as they wash their hands before eating and after visiting the toilet. Healthy lifestyles are further supported as the childminder takes advantage of the outdoor learning environment by visiting the local woodland areas and activity areas. This means that children can explore the natural environment and learn about the environment. Babies also take part in a range of opportunities to develop their physical skills. For example, the childminder plans a range of activities to use small tools, such as using musical instruments. This ensures that children have plenty of activities to support the development of small and large muscle skills.

The childminder fully understands the importance of preparing children for the transition

to other settings, such as nursery and school. For example, she seeks consent from parents to share children's development records and asks other settings to share information with her. The childminders use this knowledge to effectively support children as they move onto a new setting. This ensures transition is strong and helps children to feel confident.

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

The childminder has extensive experience of working in high quality daycare settings. As a result of her strong experiences, she is able to successfully implement the safeguarding and welfare requirements. She has clear policies that have been updated, which she shares with parents. She has recently attended a safeguarding course. She talks confidently about what she would do if she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. Her documentation is well-organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outdoors of the setting because risk assessments ensure any possible hazards are eliminated.

The childminder fully understands her responsibilities in meeting the learning and development requirements. She monitors the educational programmes across all seven areas of learning and the joint records show that children are making good progress towards the early learning goals. The childminder demonstrates commitment to continually improving her provision. She strives to improve her practice by considering her training needs and further developing areas, such as the enhancing the environment with print. Overall, the childminder's process for self-evaluation is developing very well.

The childminder has developed strong, trusting relationships with parents. Parents comment that they are delighted with the service and they value the opportunity to talk with the childminder on a daily basis. Partnerships with other providers are very effective. Where children attend nursery or school, information is prepared and ready to be shared about children's welfare and learning. This means that they are well-informed about children's current progress in their learning.

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	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

Unique reference number	EY463312
Local authority	Bradford
Inspection number	922126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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