

Inspection date	26/11/2013
Previous inspection date	26/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 gives children uninterrupted time to play and explore and provides a wide range of stimulating, accessible and open-ended resources indoors. Consequently, children can follow their own interests and pursue their own ideas.
- The childminder's enthusiastic and motivating interaction reflects in children's positive approach and inquisitiveness. This is enhanced through children taking part in interesting first-hand experiences, which help them to make connections in their learning.
- The childminder reinforces her effective safeguarding procedures by teaching children how to keep themselves safe and healthy through fun activities, resources and spontaneous discussions within daily routines.
- Successful partnership working with parents includes very effective communication systems. As a result of this, children benefit from a shared and consistent approach.

It is not yet outstanding because

- There is scope to develop partnership working with other providers, so that there is a more effective two-way exchange of information in place to fully complement children's learning and development.
- There is scope to enhance the richness of the resources in the outdoor learning environment, in order to ignite children's natural curiosity and imagination.

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 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 local authority monitoring documents.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four years in a house in the Eccleshill area of Bradford. The childminder uses the whole of the ground floor, first floor bathroom and enclosed rear and front gardens for childminding. The childminder attends groups and visits local shops, the library and parks on a regular basis. The childminder has a dog.

There are currently five children on roll 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- three- and four-year-old children and is caring for children who speak English as an additional language. As part of this the childminder works closely with two local children's centres. The childminder is open all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, the week between Christmas and New Year and family holidays. The childminder holds an appropriate early years 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:

- strengthen partnerships with other providers to fully ensure a shared and consistent approach to children's learning, for example, by developing the two-way exchange of information
- review and enhance the outdoor learning environment to ignite children's imaginative play, for example, by providing more open-ended resources, made from all kinds of different media and materials, that can be used and moved in different ways.

Inspection judgements

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

The childminder has a very secure knowledge and understanding of the areas of learning and how children learn. Consequently, she provides a broad range of activities and first-hand experiences which help children make good progress in their learning. Children's learning is effectively consolidated as the childminder links external experiences through resources and planned activities in the home. For example, after visiting the farm, they look at animal books, make animal masks and engage in small world farm play; set up using straw and carpeting in a cement tray in the garden. Ongoing observation and

assessment ensures activities and resources are relevant to children's next steps for learning and current interests, such as imaginative baby role play. Consequently, children are working comfortably within the typical range of development expected for their age. Parents are successfully informed about and involved in their children's learning, in order to ensure children make optimum progress through a consistent approach. Parents are invited to comment on children's records of learning, sent home regularly along with development summaries and support next steps for learning. Parents are encouraged to use the daily diary to share new achievements and also do this through 'wow moments' stars; displayed proudly on the lounge door. Parents also contribute to topics, for example, by sending in family photographs.

A stimulating, well-resourced and welcoming indoor environment is created. This is enhanced with an array of colourful posters, laminated signs and symbols, artwork and photographs. Children clearly enjoy recalling their experiences, such as a visit to the farm and wildlife park, as the childminder lifts them up to look at the photographs. Resources are accessible and open-ended and children are encouraged to move things around freely to support their play and ideas. Consequently, through initiating their own play children are developing early skills, which help prepare them for their next stage in learning, including school. They show good levels of engagement, concentration and perseverance, for example, while attempting more difficult tasks, such as dressing the dolls. The childminder follows children's lead as they ask to play outside where there is a good range of resources to engage their interest. For example, children enjoy making marks on the chalk board, developing early writing skills and hand and eye coordination. They describe their creations, exclaiming their marks 'Look like a circle'. Children ask the childminder to write her own name and the childminder helps them link words to letters as she does so. However, there are less open-ended, natural and flexible resources that can be used, moved and combined in different ways, in order to foster children's creativity, imagination and investigative play. As children play outside on a rocking toy the childminder helps them solve problems as she explains how to make the sea-saw balance.

The childminder's good quality teaching, including her effective modelling and use of language and questioning, enhances children's enjoyment, learning and communication and language skills. As children take part in the planned bread making activity, she clearly explains the process to them as they mix the ingredients and help to grease the tin. She asks what the mixture smells like and talks about how the texture and size will change once the dough is cooked. As some children indicate they do not want to touch the sticky mixture, the childminder asks if they would like to play with the play dough instead. Children enjoy poking and patting this and delight in showing the childminder their butterfly pattern imprint. The childminder suggest new ideas, such as making a snowman and introduces mathematical language as she encourages children to make a large and small ball. She values children's conversations as she listens carefully to what they say. Children readily express themselves and introduce simple imaginative language as they take the doll for a walk or rock it to sleep. Children enjoy listening to stories about a hen planting a seed, made interesting using props. The childminder helps children recall what happens in stories by choosing a book of the week, for instance. Where children speak English as an additional language, the childminder obtains basic words in their mother tongue from parents, for instance, to support them and displays dual language signs.

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

Children are at ease in the childminder's home as they confidently explore their environment and readily approach the childminder to invite her to play or when they need support. Settling-in arrangements are effective in helping the childminder build up a picture of each child and their family and build secure relationships. For example, before or on the day children have their first settling-in visit parents are expected to have completed a very detailed 'All about me' document. Consequently, the childminder recognises each child's individual needs and provides individually tailored care. All family backgrounds are valued and reflected, for example, through celebrating festivals and depicting diversity in resources. Consequently, children and their parents develop a strong sense of belonging. Children's ongoing sense of security is fostered as they leave for school. The childminder provides a summary of children's development to the reception class teacher and reads stories at the library. Children are familiar with the childminder's routines and enjoy helping with tasks in preparation of these. For example, they tidy toys away and carefully carry the child-sized table and chairs, demonstrating their early awareness of managing risks. The childminder does, however, ensure daily routines are flexible enough to ensure children's play and thought processes are not interrupted. For example, she observes children's deep engagement in role play with dolls and allows this to continue longer, intervening at a more opportune moment to suggest lunch.

Children enjoy playing alongside each other, for example, with the dough and exchange simple conversations about what they are making, such as a worm. They offer to share things, such as fruit and take turns to play with musical instruments. The childminder reinforces their developing social skills and expectations for behaviour by acting as a positive role model, for example, as she sits alongside them to eat lunch. Where minor incidents of unwanted behaviour occur, such as being unkind, the childminder offers a gentle and sensitive age-appropriate explanation. She fosters children's emotional well-being by acknowledging positive behaviour and achievements through meaningful praise and encouragement. Children are developing good levels of independence as they enthusiastically get themselves ready to play outside. They put on their hats, boots and coats by themselves, effectively supported through low-level individually labelled coat pegs. The childminder intervenes to help children with their tricky gloves and fastenings, although, she encourages them initially to try so they can practise new skills. The childminder uses this as a spontaneous opportunity to enhance children's learning as she talks about the big purple buttons.

Children learn to make healthy lifestyle choices from an early age, which ensures their physical well-being. For example, the childminder provides nutritious snacks and freshly prepared healthy meals, reflected in a very varied weekly menu. Children readily choose which piece of fruit they want for snack from the accessible fruit bowl and clearly enjoy this. They are involved in good hygiene routines and discussions during these, for example, as they wash hands before baking and eating and when they are reminded to cover their mouths when coughing. Children's understanding of healthy practices is reinforced as they learn about where food comes from by planting tomatoes and picking fresh strawberries. Children express their understanding of other aspects of self-care, such as putting on their hat because it's cold. They learn about keeping themselves safe

through stories and road safety small world play using the car mat, transport toys and figures, including a lollypop person. There is good access to fresh air and physical activity, in order for children to learn about the importance of exercise for their bodies. For example, they use indoor soft play and outdoor apparatus and enjoy outings within the local and wider community. Their understanding is reinforced, for example, through activities and discussions planned within topics, such as 'Ourselves'.

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

The childminder has a good understanding of and therefore, fulfils her responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. She oversees the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well-matched to their individual needs. This includes through the good use of facilities in the local community and the childminder providing homemade resources, such as laminated books and props for number songs. Safeguarding policies and procedures are implemented well to promote children's welfare. For example, the childminder keeps her child protection training updated and undertakes robust risk assessments. This includes those built on information obtained from parents of certain aspects of safety relating to their children. For example, the childminder asks parents what equipment they use at home for children at mealtimes, in the car and on outings. She additionally asks parents if their children are aware of safety issues in the home, such as the difference between the hot and cold tap.

The childminder demonstrates a strong commitment to continuous improvement through good self-evaluation and involvement in local authority initiatives. For example, she takes part in a quality assurance scheme and cares for funded two- three- and four-year-old children the childminder is subject to regular visits and audits. Areas for development are positively welcomed and acted upon by the childminder, in order to improve children's achievements over time. Also the childminder undertakes environment and inclusion audits, to ensure she meets all children's individual needs. As part of this the childminder reviews her environment continually to reflect children's changing interests and enhance their learning. The childminder makes good use of training, having attended a number of courses and gained a childcare qualification. Her extended knowledge of early years practice positively impacts on children's learning. Questionnaires are given to parents, in order for the childminder to gain their views. She is currently awaiting responses from these, in order to evaluate the information and use this to help her review and inform her service.

As a result of strong partnership working with parents, children's individual needs are effectively met. Parents receive good quality information when their children enrol, for example, through a detailed welcome pack, explaining many aspects of the childminding service. Consequently, they can make an informed choice about their child's care and education. Ongoing communication is effective in ensuring a consistent approach to children's care and education. There are face-to-face, email and telephone exchanges, a daily diary goes home and newsletters are provided regularly. Where new children attend

other settings the childminder initially contacts them to pass on what she knows and then forwards on regular development summaries through parents. Although, she is less successful in gathering information from nursery, in order to fully support children's development and progress and complement the experiences they receive there. The childminder has a secure knowledge of linking closely with other professionals where children have special educational needs and/or disabilities, should she be required to do so.

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	EY279330
Local authority	Bradford
Inspection number	817471
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	26/03/2012
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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