

Inspection date	18/11/2013
Previous inspection date	22/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children independently access the toys and equipment provided, because the childminder provides a warm, welcoming and suitably organised environment that enables them to do so.
- Children's confidence and independence is constantly promoted, because the childminder regularly uses the resources in the local community to support their social development.
- Children are protected while at the childminder's setting, because she has a clear understanding of the signs and symptoms of abuse and who to refer any concerns to.

It is not yet good because

- Children do not always gain a sense of satisfaction from their explorative play, because the childminder does not intervene at appropriate times to challenge and extend their thinking, to help them to make best progress.
- Not all children's information is maintained on the premises, because the childminder has not been proactive in making sure that the information is returned.
- Parents are not fully involved in their children's learning, because approaches used by the childminder are not always successful.

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 the quality of teaching and activities in the play area.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to the childminder and conducted a joint observation.
- The inspector looked at children's assessments records and planning documentation, and checked evidence of appropriate training.

Inspector

Thecla Grant

Full report

Information about the setting

The childminder was registered in 2009 and is on Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged six, eight and nine years in the Ben Rhydding area of Ilkley, West Yorkshire. The whole ground floor of the house and the front and rear gardens are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She also collects children from the local schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- guide children's activities by promoting children's ability to create and think critically, for example, by listening to and observing children's explorative play carefully and choosing the best time to intervene to support them to extend and develop their ideas
- ensure that a record of all required information about each child is held when children are cared for by, for example, making sure this information is returned before children start to attend the setting, so that it is accessible at all times.

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

- develop a more collaborative approach to helping children make best progress, for example, by finding highly successful ways to involve all parents in their child's learning.

Inspection judgements

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

The childminder has a suitable understanding of the educational programme and appropriately covers the seven areas of learning using resources and activities. Children's communication and language skills are mostly promoted through books. For example, the

childminder teaches children the name of different animals in books and their sounds, using a variety of teaching methods to embed children's learning. For example, she tells children the name then moves her arm in an 's' shape, while making the sound of a snake. As a result, children mimic the sound and find the plastic snake to give to the childminder. This means that children make links with what they have learned and are acquiring the basic skills they need for their future learning.

Children learn about the world around them because the childminder uses various methods of transport, such as trains, to broaden their experiences. This means that children learn about the wider community. Children actively investigate the cause and effect of toys. For example, they repeatedly shake the toy clown to listen to it jingling, and when they realise that it has features, they explore them; consequently, they point to the nose and say 'nose.' This means that children begin to make links with what they know. The childminder plans activities for the children, such as play dough, to teach them about hot and cold foods. As a result, they blow on the pretend 'hot food'. Children show a keen interest in exploring. For example, they roll the wheels of the car on different surfaces to see if they will work, and they also show 'a connection schema' by connecting the bricks in different ways. However, the childminder's teaching is variable, which means that she does not always intervene at an appropriate time to challenge and extend children's thinking. Consequently, children are not always provided with opportunities to extend their thinking and ideas or to think critically. While children do make satisfactory progress, this type of challenge and extension would further support them to make good progress.

The childminder uses ongoing assessments to find out where children are in their development. She does this through observations and links these to the different areas of learning. The childminder knows the children well and plans for their learning by offering various activities in her home as well as in the local community. The childminder encourages parents to share in their children's learning journey records, and uses the notice board to share with them what they can do with their children at home. Parents are also encouraged to share what they know about their child before they first start to attend. However, approaches used by the childminder are not always highly successful at involving all parents in their children's learning. This does not promote a collaborative approach to helping children make the best progress possible.

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

The childminder provides a warm and welcoming environment for parents to bring their children. The settling-in procedures are appropriate and include written detailed information from parents to help the childminder to meet their child's individual needs. These include children's comfort items. Parents are involved in the settling-in process, which helps children get to know the childminder well before they are left. This means that children have built strong bonds with the childminder, and once they leave their parents in the morning they settle quickly.

Children have a clear understanding of what is expected of them at the childminding setting, and independently access the toys and equipment provided. When children finish playing they know where their small brushes are and eagerly join in to help the

childminder to clear away the slip hazards. Consequently, children's self-esteem is promoted. This also means that the childminder thinks about how to teach children safety from a young age. In addition, children learn that they need to be strapped into their pushchair when on outings, and those who walk know that they need the safety reins. Consequently, children know the routine well and know how to behave indoors and outdoors.

Children's health is promoted by regular fresh air, exercise and healthy meals. For example, children regularly attend a soft play area to develop their large motor skills, and the local children's centre to access their outdoor resources. Children also visit the 'tarn' near the moors to feed the ducks and regularly go for walks in the park. These activities benefit children's health and physical well-being. Mealtimes are a social occasion where children sit together to eat, and the childminder uses this time to promote children's communication skills by talking about things that interest them, such as the goldfish. Hygiene is also promoted through hand washing; the childminder teaches children to wash their hands properly and this is reiterated by posters displayed at child height. These also include songs and rhymes that the childminder uses to teach children the importance of hand washing. Consequently, children learn how to wash their hands properly and in a fun way. The childminder uses resources in the local community to build young children's confidence and independence in making friends. This results in them developing the confidence and self-esteem needed to be ready for transitions to other settings and school in the future.

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

The childminder has a suitable understanding of her responsibility to promote the safeguarding and welfare requirements. She does this by making sure her home is safe for children to play and that intruders cannot enter. She also makes sure that information that affects children's well-being and safety is obtained, verbally and in writing; for example, children's medical needs, food intolerances and any allergies they may have. However, parents who have recently enrolled their child have not returned the paperwork given to them when they first started to attend. This does not ensure that all required information about the child is available to the childminder if needed. This is also a breach of requirements for both parts of the Childcare Register. The childminder has a clear understanding of child protection and how to identify the signs and symptoms of abuse; she has completed an online training course in safeguarding and has devised a clear safeguarding policy. This includes what she will do if an allegation is made against her or others in her home. The childminder is aware that assistants' suitability must be checked, including a thorough criminal records check, before they are allowed to have unsupervised contact with children being cared for.

The childminder monitors the delivery of the educational programme by looking at the resources that she provides to make sure that all areas of learning are covered. She also checks children's progress, through ongoing assessments and by looking at the 'learning picture' that tracks children's progress.

The childminder aspires to improve and appropriately includes parents in the evaluation of her setting by encouraging them to complete an annual questionnaire. This includes activities they would like her to provide and festivals they would like her to celebrate. A suggestion box is also available for 'on the hop' comments. Plans for the future include further developing the ongoing assessments of children's learning. The childminder has developed a good partnership with the children's centre, to support the children in her care if needed, for example, by accessing the professionals linked to it. She has also developed valuable links with the early years support team to access training. The childminder demonstrates that she has the capacity to sustain improvements by making sure that all actions and recommendations from previous inspections continue to be implemented.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep records of the name, home address and date of birth of each child and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep records of the name, home address and date of birth of each child and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register).

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	EY399027
Local authority	Bradford
Inspection number	934238
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	22/01/2010
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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