

Inspection date

23/10/2013

Previous inspection date

04/06/2010

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

- The childminder uses observation and assessment to effectively identify where children are in their learning. She uses information gathered to plan successfully for the next steps in children's learning, helping them to make good all-round progress.
- Children regularly meet with other childminders and visit community play areas where they join in physical activities and socialise with children of a similar age. This helps to prepare them for school and develop new relationships.
- Children are cared for in a warm and welcoming environment. They are settled and form close relationships with the childminder. Consequently, their care needs are effectively met.
- The childminder establishes effective partnerships with parents, sharing detailed information about her setting and their children's learning. As a result, they are kept fully informed and involved.

It is not yet outstanding because

- The organisation of some resources means that children are not always fully able to make more informed choices and follow their own interests.
- There is scope to further enhance self-reflection by including the views of all users to ensure their thoughts and ideas are used to shape future practice.

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 spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the interaction between the childminder and the children in the lounge and dining room.
- The inspector looked at a selection of the childminder's documentation, including children's learning records, policies and procedures and the self-evaluation form.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Eccleshill on the outskirts of Bradford. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-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 from 7am until 7pm, Monday to Friday, all year round, with the exception of Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- develop the organisation of resources to further enable children to express and follow their own preferences and interests
- enhance the good evaluation and monitoring process by extending how the views of all parents are incorporated and used to further assist in promoting continuous improvement.

Inspection judgements

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

The childminder has a secure knowledge of the seven areas of learning and provides a very varied range of activities that support children's individual interests and hold their attention. Effective conversations during activities and daily routines help to foster children's communication skills. The childminder plans activities that she knows will interest the children and which she links to their identified next steps in learning. For example, together they go on a bug hunt to the woods where they look for insects. The children thoroughly enjoy the activity and when they return to the childminder's home they play an electronic bug game. Children chat about how the bugs tickle their hands as they crawl across them. The childminder skilfully uses this activity to develop children's language as they learn new words to describe the bugs and their number skills are supported as they count the insects' legs. They also begin to understand about

information technology resources as they discover how things work. This supports the childminder's quality of teaching as she uses one activity to support several areas of learning.

The childminder uses information from parents to plan and provide activities for the children. For example, when a parent talks to her about a developing interest in pirates her child has, the childminder uses this to support and enhance learning. She prepares a storage box of pirate-related resources, such as story books, dressing up clothes, pirate ships, small world figures, matching games and colouring cards. The children show excitement and interest as they explore the box and examine the toys inside. The childminder understands that following the children's interests supports them to become motivated learners who are eager to join in.

The childminder completes a learning picture for each child. She has been developing these since the last inspection and has also been taking advice from the local authority. She is recording observations of what the children can do and uses photographic evidence to support the wide variety of activities they participate in while they are in her care. Possible next steps are identified and the childminder uses these to support her future planning of activities. Information regarding starting points is gathered from parents in 'all about me' booklets and used to form the basis of the childminder's planning. The childminder continually shares information with parents about how they can support their children's learning at home through daily discussions and monthly summary sheets. She has also recently introduced a conversation sheet, which is used by parents and the childminder to share further information about children's learning. Consequently, the tracking and assessment of children's learning is good, enabling the childminder to have a clear picture of children's individual learning styles and their stage of development. The childminder has completed the progress check at age two for children and has taken account of the views of parents to prepare a summary document of their learning.

The childminder provides for children's personal, social, emotional and their physical development well. She spends her time developing close bonds with the children to ensure they are happy, settled and confident in her setting and they are provided with daily opportunities for fresh air and outdoor play. In the local community the children visit the local park and meet with other childminders where they are able to develop their physical and social skills and make relationships with their peers. This also supports children to acquire the skills they need to be ready for the next transition in their learning and prepare them for school.

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

The childminder provides a comfortable and relaxed environment which is stimulating and welcoming to all children, who are clearly settled and feel secure. The care with which the children are nurtured ensures that warm, supportive relationships are established with the childminder. This fosters their emotional well-being. Children move around the home with confidence, knowing the childminder is close by to support and guide them. Children can make independent choices in their play, as most resources are stored at low level. However, the organisation and extensive amount of resources freely available does not

always support children to express and follow their own preferences and ideas. The childminder works closely with parents. She finds ways to put parents at ease, particularly when children first start attending. Daily chats and written daily diaries ensure that important information about children and their family lifestyle is shared to support children's continuity of care.

Children have good opportunities to socialise with others as the childminder takes them to local toddler groups, childminding groups and the children's centre. This helps to develop their understanding of the need to share, take turns and play, as well as preparing them for different transitions in their life, such as nursery and school. The childminder has good relationships with the local school. She supports children on their initial visit to their new setting to help provide reassurance and a sense of security. As a result, the transition from the childminder's care to school is effective. The childminder is a good role model who teaches the children about kindness and respect through praise and the positive example she sets. She adopts various ways to celebrate children's achievements, for example, by offering positive praise. This helps to raise children's self-esteem and confidence.

Children are offered healthy snacks and meals by the childminder. She also works in partnership with those parents wanting to provide their own food for their children. The childminder ensures that children have free access to drinks throughout the day to so they remain hydrated. Regular opportunities for outdoor play, coupled with the variety of trips out, support children to have a positive attitude to exercise. This enables them to benefit from fresh air and further promotes their good health. The home is effectively risk assessed indoors and outdoors, ensuring that the children can explore the home environment safely. Children feel safe because the childminder helps them to learn about safety issues through simple explanations and routines. They practise road safety daily and the fire evacuation procedure at regular intervals. This helps them learn about risks and how to keep themselves and others safe.

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

The childminder has a good understanding of safeguarding children. All required documentation is in place to support the efficient management of her childcare service and it is well organised. The childminder has a secure understanding of her responsibilities towards the children in her care and she knows what to do if she has child protection concerns. The childminder has attended a local authority safeguarding course to ensure she is up to date with current legislation and procedures. An informative supporting file enables her to share clear information with parents to ensure they are fully aware of her role and responsibility to safeguard their children. Suitability checks have been carried out on all adults in the home, and the childminder works within her permitted adult-to-child ratios. Risk assessments and good supervision of the children ensure they are cared for in a safe environment. The childminder understands her responsibility to keep Ofsted up to date with any significant events that happen in relation to her childminding practice.

The childminder continually reflects on her service and can, therefore, recognise her strengths and areas for improvement. She is enthusiastic about the development of her

practice, which offers very flexible care arrangements to parents. The childminder constantly reviews her practice and has met the recommendations raised at the last inspection by developing her use of observation and assessment to support children's learning, and enhancing her knowledge of the local safeguarding children board requirements. This ensures children are protected and the childminder is clear about safeguarding arrangements. However, there is scope for further enhancement of the self-reflection process by further incorporating the views of parents and using these when developing practice and making further improvements.

The childminder is very familiar with her responsibilities in relation to the safeguarding and the learning and development requirements of the Early Years Foundation Stage. She has a good understanding of how children learn, and is effectively monitoring her educational and assessment programmes for children. This enables her to identify gaps in learning and provide additional support where required. The childminder has strong relationships with parents. They have access to a detailed range of policies which are provided at the start of the care arrangement. The childminder shares information daily through conversations at the start and end of the day and through written documentation. This ensures that parents are informed about their children's welfare each day. The childminder has developed good links with other early years settings the children attend. This enables her to share learning intentions and offer complementary learning opportunities to the children. Consequently, children are well supported in making good progress towards the early learning goals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary 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	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	302231
Local authority	Bradford
Inspection number	931879
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	04/06/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

