

## Inspection date

Previous inspection date

17/01/2014

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 understanding of children's individual learning needs. This results in children receiving good support to help them progress towards the early learning goals.
- Children develop close attachments to the childminder. This is because she spends good quality time supporting them in their activities, and she praises them frequently during the day.
- Children are safe and protected because the childminder has an effective understanding of how to safeguard them.
- The childminder works successfully with parents to support children's ongoing progress.

### It is not yet outstanding because

- There is scope to increase the outdoor resources, to support children's physical skills.
- There are other options to consider in group activities, to help babies explore objects further and support their learning about the world.

## 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 play resources indoors and outdoors.
- The inspector sampled a range of documents, including the learning records, evaluation documents, policies and procedures.
- The inspector spoke to the children present and spoke to the childminder about the learning intentions of several activities observed at the inspection.

## Inspector

Melissa Patel

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and eight years in the Idle area of Bradford. The ground floor, first floor lounge and rear garden are used for childminding.

The childminder attends toddler groups, the library 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 all year round from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She supports children with special educational needs and/or disabilities, and is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- develop the babies' understanding of the world in group activities more, by making the best possible use of all opportunities to explore resources
- extend the opportunities outdoors for children to develop their physical skills, such as through using different sizes of construction materials that involve twisting, pushing and slotting together.

## Inspection judgements

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

The children's individual learning needs are understood effectively by the childminder. As a consequence, differing age groups and abilities of children receive good support to help them make progress across the seven areas of learning. Children are developing comfortably within the typical range of development expected for their age, according to their starting points and time spent at the provision. The quality of teaching is good overall. The childminder ensures that the children receive a balanced and broad range of activities that present challenges for them. For example, children enjoy a fun activity which involves them finding a toy or object from the 'magic bag'. The childminder cheerfully and enthusiastically engages the children as they sing a song to guess what is in the bag. She encourages them to sing another song about the object they find. The childminder seizes the opportunity to effectively use questioning to explore children's knowledge of the objects found. She skilfully extends the activity by linking the object

found to past experiences, such as where they have seen a spider. The childminder makes sure that the babies are also included through using consistent communication and making eye contact during the activity. However, although support to babies is good overall, opportunities to enable them to have sustained periods of time to explore individual objects in group activities are less well developed at times, to maximise their learning about the world. Children and babies learn to express themselves using different media, such as a variety of textures. For example, in an individual focused baby activity, the babies are animated as they enjoy feeling hard, soft and rough textures. Good input from the childminder is demonstrated as she adds to the babies' interest in banging a wooden spoon. For example, she introduces a variety of resources that can be used to make different sounds. The childminder supports children's mathematical skills well overall. For example, she frequently encourages counting in activities and routines. For example, the children count the steps and start to understand simple calculation and sequencing of numbers through songs and games.

The childminder gives good support to help children progress their physical skills through her planning and interactions. For example, all children have many opportunities to develop their large physical skills effectively, such as exploring and moving freely indoors and outdoors. They receive effective challenges as they explore large tyres and climb small resources. However, there is scope to further assist children's development of their physical skills outdoors, through using different sizes and types of construction materials which they can fix together in a variety of ways.

The childminder makes effective use of observations to plan children's next stages in learning across the seven areas. For example, she successfully identifies appropriate areas of learning to extend, such as their language and self-care skills, and she ensures the identified area is carried through in daily events and activities. In addition, the childminder builds on what children already know and can do, taking account of their interests. This ensures that they move on to the next stage, including those with special educational needs and/or disabilities. All of this supports children's all-round development and their readiness for school. Parents are effectively involved in their children's learning through discussion and the regular sharing of the children's records. For example, they agree targets to work on to support children's individual learning, such as developing letter sounds. The childminder implements the progress check at age two successfully to ensure children receive good support to their skills in the prime areas of learning. She encourages parents to share information about what they do at home. This helps the childminder plan for the children's future learning.

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

The childminder supports children's developing independence effectively during daily activities and routines. For example, the children choose toys that they wish to investigate and the childminder is proactive in encouraging their self-care skills, such as putting on their own coats, and helping babies sit and move around themselves as appropriate. During these processes, the childminder talks to them consistently and she adds to the resources as they play, if appropriate, to create more challenges for the children. The good quality time and support children receive from the childminder also result in them developing

positive relationships and attachments to her. She praises them frequently during the day, for example, she recognises their achievements as they name objects from the "magic bag and for eating their snack. As a consequence, the children and babies smile, confidently explore and their behaviour is good. The resources are in good condition, accessible and suitable for their differing developmental stages.

Children develop a good understanding of the importance of living a healthy lifestyle because the childminder ensures that they receive regular physical activity indoors and outdoors. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as a variety of fruits and sliced raw vegetables for their snack, and the meals are balanced and nutritious and take account of parents' and children's choices. The childminder talks to the children about the importance of eating healthily. This supports their thinking process effectively and their good health. In addition, children are happy to sit down and join in at mealtimes because the childminder makes the experience enjoyable. She sits with the children and they look forward to using their food print laminated place mats which they have created themselves. Children are cared for in a hygienic home environment, which is risk assessed effectively. This ensures that the children can safely investigate the environment. They learn about risks and how to manage them. For example, the childminder helps them climb the stairs safely, and she acts as a good role model. For example, she clearly explains why this is important to do so to keep everyone safe as the children play.

The good support that they receive to helps them build positive relationships, and independence skills help prepare them successfully for their transitions from the provision to nursery and school. In addition, the childminder has a clear understanding of the importance of talking to children about changes and ongoing happenings between school and the childminding provision. This supports their emotional well-being. The childminder works closely alongside parents when children first attend her provision and through transition times. For example, she finds out about their individual needs so she can effectively support them, such as about their interests and about how they cope at nursery.

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

The childminder effectively implements the safeguarding and welfare requirements. For example, she has a good understanding of how to keep children protected and what to do if there are any concerns about a child in her care. This includes ensuring all persons who are required to do so have appropriate background checks. In addition, the documentation to support children's well-being and safety is accessible and implemented well. For example, the health and safety procedures are clear and used well to support children. All procedures are shared with the parents through written form or a computer disc to keep them fully updated with information about the effective operation of the childminding provision.

The childminder has a good knowledge of how to implement the learning and

development requirements for all children. This is reflected in the successful planning and input the children receive during activities and routines, to support their individual needs. The childminder forms good relationships with parents. She liaises with them as an ongoing process to ensure that the children's care and learning needs are effectively supported. This is the childminder's first inspection since being registered, and she has taken effective steps to monitor her practice to support children. For example, she takes account of parents' views by asking them to write down their thoughts on how the provision operates to support their children, and she is prepared to make changes as and when appropriate. Recent comments from parents demonstrate that they are happy with how their children are cared for at the provision, how the childminder communicates, and how the children progress with their learning.

The childminder has a good awareness of her strengths and areas for development, and has an excellent attitude towards making ongoing improvements for children. For example, she welcomes advice from the local authority adviser when they visit the provision, to support children's all-round care and learning, and continues with training, such as safeguarding, to support children. Since registration the childminder has effectively developed her knowledge on how to support children's individualised learning, through clear planning and building effectively on what children know and can do. In addition, the setting, both indoors and outdoors, has developed very well, and results in a rich learning environment for children. All of this supports children's development and well-being effectively. The childminder takes good account of the children's points of view by making sure that they can express themselves through freely exploring the resources available.

The childminder forms effective links with other early years provisions where children also attend to support their care and learning. She demonstrates a good understanding of the importance of working in partnership with other professionals and agencies, at the appropriate time. This ensures that the childminder is effectively prepared to support children in a variety of different situations and as they arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY461076
<b>Local authority</b>	Bradford
<b>Inspection number</b>	931432
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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