

Inspection date	16/01/2014
Previous inspection date	21/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Toddlers' and young children's independent learning and active engagement is fostered effectively as a result of a bright, welcoming and child-centred playroom.
- The childminder motivates children with her positive interaction and enthusiasm.
- Warm, positive relationships are held between the childminder and children as a result of effective settling-in arrangements, which include close partnership working with parents.
- The childminder closely supervises toddlers and young children, which minimises accidents effectively. Their welfare is promoted further by robust systems being in place to ensure the premises are secure and access is closely monitored.

It is not yet outstanding because

- There is scope to review the already good range of child-accessible resources, in order to further ignite children's imagination, exploration and investigative play.
- The childminder does not always fully support young children's early creativity and critical thinking skills by clarifying and extending ideas, in order for them to make connections in their learning.

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 playroom, lounge and kitchen.
- 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 parent questionnaires.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents, three adult siblings and her own child aged 14 years in the Heaton area of Bradford. The childminder's sister and mother are both registered childminders, although the childminder is currently only co-childminding with her mother. Both have joint responsibility for the childminding service. The childminder uses the whole of the ground floor and secure lower part of the rear garden for childminding. The childminder visits local shops, the library and parks on a regular basis with children.

There are currently six children on roll, five of whom are in the early years age group who attend for a variety of sessions. The childminder supports children with English as an additional language. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for 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:

- review and extend the variety of child-accessible resources indoors and outdoors, for example, by providing a greater range which are open-ended, including natural media and materials, that can be used, moved and combined in a variety of ways to create a richer learning environment
- strengthen the already good quality of teaching, for example, by providing more opportunities for children to make connections in their learning by asking more open-ended questions and by clarifying and extending their ideas as they play.

Inspection judgements

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

Through her good quality interaction, the childminder demonstrates that she has a very secure understanding of how children learn and how to support them. She encourages toddlers and young children to explore and develop their own ideas, monitoring their engagement in activities, and she balances her interaction carefully. She ensures they have time and opportunities to do things for themselves and learn new skills within a child-centred environment. At the same time she sensitively intervenes or joins in with their play to extend and support their learning or prevent them from becoming frustrated. For example, toddlers investigate simple cause and effect toys, showing good small physical skills as they press buttons. However, the childminder shows them how to

manipulate one of these a different way, rather than pushing it, helping toddlers' early awareness of solving problems. Toddlers and young children, all under three years of age, take part in a good range of play experiences across the seven areas of learning that foster active learning and engage their interest. They are clearly supported in acquiring the early skills and capacity to develop and learn effectively and be ready for next steps in learning as they move on to pre-school. For example, toddlers have a strong exploratory impulse and show extremely good levels of interest and concentration, especially given their very young age, as they investigate toys. They connect objects, such as two metal pans, discovering much to their delight the noise this makes. More able young children show good concentration and clearly enjoy playing with favourite resources, such as dressing-up costumes. They represent their own experiences, as they pretend to iron.

The childminder jointly undertakes effective ongoing observation and assessment with her co-childminder. Consequently, she knows the children and their individual stages of development well and uses information successfully to plan for each child's next steps for learning. She confidently talks about the good progress children have made and this is reflected in informative records of learning, which evidence that children are working comfortably within the typical range of development expected for their age, and beyond in some aspects, given their starting points. Parents are well informed about their children's progress and are actively involved in supporting their learning at home. For example, records of learning are readily accessible and these are additionally shared regularly with parents. Photographs capturing children's happiness and enjoyment are sent via mobile phone to parents, especially during the settling-in period, and parents are actively encouraged to contribute their own observations. As a result of this close partnership working there is a consistent and shared approach to ensuring children are supported in making optimum progress. The childminder's enthusiasm and interest in what toddlers and young children say and do, enhances their enjoyment, fun and active engagement. For example, she extends toddlers' imaginative play as she talks on the toy telephone as toddlers put this up to her ear and pretends to eat the dinner brought to her in a bowl. She supports toddlers' early language development as she provides a narrative for their role play.

As a result of a lovely range of different kinds of books for different age groups, including those reflecting diversity, toddlers' and young children's interest in print is fostered well. Toddlers look at books with increasing attention, randomly turning the pages of an exciting animal pop-up board book and lifting up flaps. The childminder shows her own interest and excitement in discovering the hidden animals, which she names to extend toddlers' understanding of the world. Toddlers babble away in response as they increasingly experiment with using sounds and gestures to communicate and clearly enjoy rhymes, songs and musical sounds generated by different toys. As the childminder is bilingual, she supports toddlers' and young children's home language alongside effectively developing their communication skills in English. Young children make their own discoveries as they play. For example, they notice that by connecting the plastic coat hanger to the metal pole of the dressing-up stand this makes a wonderful sound. The childminder sits alongside young children as they create simple constructions with plastic bricks. She talks to them about what they are doing, however, she does not always use such opportunities to clarify and extend ideas, in order to fully support their early creativity and critical thinking skills. Toddlers' small physical skills are very well developed

as they draw with chalks as the childminder sits alongside them. The childminder shows them how to use the chalk board eraser to make the marks disappear; this is much to toddlers' delight as they successfully copy this.

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

Children settle quickly in the home as the childminder works closely with parents to ensure the children's individual needs are met. Parents are effectively encouraged to share what they know about their children through an 'All about me' document. This details, for example, what children like, do not like and enjoy doing, how they usually settle, important people in their lives and home routines. Consequently, the childminder can provide individually tailored care, consistent with that given at home. This ensures a smooth transition between home and an unfamiliar environment, which effectively promotes toddlers' and young children's sense of security. The process is enhanced with settling-in summaries which focus on children's personal, social and emotional development, along with their communication, language and physical skills. Within these, the childminder identifies starting levels of development and key next steps for learning, in agreement with parents. Where children leave the setting to attend pre-school, the childminder passes on development information. This helps children's new key person to identify and meet their individual care and educational needs, fostering children's continued sense of security.

The designated playroom is welcoming and stimulating because it is enhanced with children's artwork and colourful posters, for instance. Resources are organised effectively at low level and are plentiful. As a result, toddlers and young children readily select what they want to play with and develop good levels of independence. However, there are less open-ended resources, including natural media and materials, which allow for more flexible and imaginative play indoors and outdoors. Toddlers and young children are clearly familiar with the daily routines. These are flexible, yet well organised to help toddlers and young children feel secure. The childminder effectively promotes children's physical and emotional well-being within these. For example, young children get their own blanket and the childminder warmly settles them and toddlers down to sleep, ensuring they have their comforter, such as a dummy, or a bottle of milk. Meal times are very relaxed occasions, in which toddlers and young children can enjoy the experience and practise their developing self-care skills. For example, they are encouraged to use their cutlery to scoop their rice. The childminder offers frequent praise and encouragement and manages any minor age-appropriate unwanted behaviour. This effectively fosters toddlers' and young children's early awareness of boundaries and helps them manage their feelings and behaviour in a way which promotes their emotional well-being. For example, she supports toddlers and makes sure they are safe as they express their frustrations through tantrums and diverts their attention quickly to minimise these. Toddlers show how at ease they are with the childminder. They delight in playing 'peek-a-boo' with her and enjoy playing simple games, such as rolling the ball.

Toddlers and young children are developing a good early awareness of how to keep themselves safe and healthy. The childminder and her co-childminder jointly plan and prepare healthy meals and snacks and take good account of children's individual dietary

needs. Young children readily manage their own hydration as they help themselves to their own cup. Toddlers and young children wash their hands before they eat, reinforcing their early understanding of healthy practices. A variety of indoor and outdoor physical activity is provided. This enables toddlers and young children to benefit from fresh air and develop and practise their physical skills. It also enables them to take risks relevant to their age and stage of development. For example, they go on walks and visit parks and indoor soft play centres. As toddlers develop confidence in the use of the indoor slide in the playroom, the childminder moves them from the bottom as they try to climb up, explaining that another child is coming down. Young children show a good awareness of potential hazards. For example, as they choose a puzzle from the shelf, they notice that other loose puzzles stored on top are going to fall off. They skilfully attempt to push these back while pulling the boxed jigsaw towards them at the same time.

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 the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. All adults in the home are deemed safe and suitable to be in contact with children and Ofsted are notified of any changes, in order to safeguard children. The childminder has a good understanding of possible signs or symptoms of abuse or neglect and is familiar with the procedures for reporting such concerns. Procedures are supported through the local guidance being clearly displayed in the playroom, as prompt action can be taken to keep children safe. The childminder closely supervises toddlers and young children, for example, as they eat, have their bottle of milk at nap time or play on the indoor slide. Consequently, their welfare is promoted. This is reinforced by other safe practices, such as securing toddlers in their high chair and keeping the playroom door ajar and placing large bean bags in front of the sofa as children sleep. Accidents are prevented because the premises are safe and there are successful risk assessments for outings to strengthen arrangements. New hazards are identified and the childminder has good systems in place to ensure the premises are secure.

The childminder demonstrates a strong commitment to continual improvement in order to improve children's achievements over time. For example, both internal and external monitoring takes place. The childminder jointly completes the Ofsted self-evaluation form with her co-childminder, identifying areas for improvement, and local authority visits take place as part of their quality assurance scheme. The childminder keeps up-to-date with new initiatives and any changes to childcare legislation and frameworks. In addition she makes use of available training courses to enhance the provision, alongside the extended knowledge of her co-childminder who is completing a level 3 childcare qualification. The childminder uses a tracking document to closely monitor children's progress, in order to ensure that appropriate interventions are sought where children may require additional support.

As a result of strong partnership working with parents and a continuous approach, children's care and education is enhanced. There is effective communication on children's

enrolment and during their time with the childminder. Parents are well informed about their children's care and learning through a good variety of communication methods. For example, notices, certificates and information about the Early Years Foundation Stage are displayed and emails and text messages are used to relay messages alongside friendly daily face-to-face exchanges. Regular newsletters also inform parents about many other aspects, such as particular themes, stories and activities they can contribute to, reminders and important dates. Parents are actively encouraged to share their views and suggestions, in order to help inform the service. For example, they can do so through the comments and suggestions file and purposeful questionnaires, which are complimentary about the service provided and care of the children. Should she need to do so, the childminder has a good understanding of developing partnerships with other providers where children attend other settings or other professionals where children have additional needs, in order to fully ensure a shared and consistent approach.

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	EY426603
Local authority	Bradford
Inspection number	870270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21/11/2011
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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