

Inspection date

22/01/2014

Previous inspection date

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

- Children develop their thinking skills effectively. This is because the childminder poses open-ended questions throughout activities and responds with enthusiasm to children's ideas to extend their enjoyment of activities.
- Children receive a broad range of activities, which supports their individual needs effectively and helps them to make good progress.
- 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.

It is not yet outstanding because

- There are other options to consider to make the best possible use of text outdoors to extend children's early literacy skills.
- There is scope to develop the learning environment, to support children's learning about diversity further.

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

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in July 2013, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Clayton area of Bradford, West Yorkshire. The whole of the ground floor, two bedrooms and the bathroom on the first floor, and the rear garden are available for childminding.

The childminder attends a toddler group and she visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, of whom five are in the early years age group and they attend for a variety of sessions. Overnight care is available on request. The childminding provision operates all year round from 8am to 6pm, Monday to Saturday, 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 further improve the quality of the early years provision the provider should:

- extend children's learning about diversity, for example, by increasing the signs, symbols and notices, that take account of the differences in people within the community, including disability
- extend the opportunities for children to become familiar with written words. For example, by increasing the use of print in the outdoor area.

Inspection judgements

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

The childminder understands the children's individual learning needs effectively. This results in differing age groups and abilities of children receiving good support to help them make progress towards the early learning goals. The 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. The childminder ensures that the children receive a broad range of experiences that create challenges for them across the seven areas of learning. For example, the childminder is skilful and enthusiastic as she cheerfully engages different ages and abilities in a group activity. Very young children receive the freedom to enjoy filling and emptying different size containers; the childminder extends the exploration at the right time, introducing different sizes and shapes of objects. This results in the children being interested and absorbed and supports their learning well. The childminder seizes the opportunity to successfully encourage older

and more able children to build on what they have already been learning about. For example, the childminder uses effective open-ended questions to help the children recall their understanding of what is full, half full and empty as they fill a variety of different sized containers. Children's critical thinking skills and ideas are given strong consideration, as the childminder extends questions even further by asking them to work out why it is difficult to stir a full cup of rice and what happens if they do. Clever use of mathematical language helps the children solve the problem. Consistent communication and close interaction by the childminder during all of the activities, supports children's language and communication skills successfully.

Children are learning about the diversity in people through using books, a poster and dolls that portray differences appropriately. However, there are other options to consider, to develop the learning environment. For example, by ensuring it is really rich in visual imagery, such as, pictures, signs and symbols to teach children further about different communities and lifestyles. Children have lots of opportunities to develop literacy skills through using mark-making resources, such as crayons and chalks. The childminder effectively teaches children to be interested in books by ensuring that they use books frequently and freely, and with support. In addition, the environment indoors has lots of text to refer to, and which the childminder uses to help children put meaning to words. However, there are other ways to help children become more familiar with labelling and words, and therefore, further progress their very early literacy skills. For example, by consistently ensuring that labelling, signs and symbols are used outdoors.

The observations and assessments of children are used consistently, to plan children's next steps in learning across the seven areas. For example, the childminder successfully identifies appropriate areas of learning to extend to match children's individuality, such as planning to develop their communication and language skills individually and in groups. Clear written tracking and summaries of children's progress helps the childminder consolidate what the children already know and can do. This helps her make effective plans for the children's future learning. All of this supports the children's all-round development and their readiness for school effectively. Effective partnerships with the parents are established. This ensures that regular dialogue is shared to support children's learning progress. The childminder has a good understanding of the purpose of the progress check at age two. For example, she has the knowledge and the information of how children make progress to enable her to demonstrate to the parents how the children are developing in the prime areas of learning at the appropriate time. The childminder works with the parents closely to help the children achieve milestones, such as progressing their social skills. The childminder encourages the parents to discuss details about what the children 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

Children's developing independence skills are effectively supported by the childminder during daily activities and routines. For example, the children have freedom to explore and choose from a varied range of resources, which are effective in supporting their individual needs. During this process, the childminder talks to them consistently, and enthusiastically

as she adds to the resources as they play. This incites the children's interest as they play. The childminder is successful in including all of the differing ages and abilities of children successfully. This encourages the children to socialise together and supports their well-being effectively. In addition, the good input that the children receive results in them developing positive relationships and attachments to the childminder. This is because she is involving herself purposefully with them and giving them good quality time. She regularly praises the children's achievements, such as when they name colours and as they help tidy up. As a consequence, the children respond by smiling, and they are confident as they explore the environment and their behaviour is good.

The strong support that the children receive to help them make positive relationships and independence skills gives them a firm foundation, which prepares them well for their transitions between the provision to nursery and school. In addition, the childminder is pro-active in talking to children about the events and changes that happen, for example, at nursery. This also involves liaising with parents and other professionals about any issues that may affect the children's emotional security. The childminder works closely alongside parents when they first attend her provision. For example, she finds out about their individual needs so she can effectively support them. All of this supports children's care, well-being and learning successfully.

Children develop a good understanding of the importance of living a healthy lifestyle. This is because the childminder ensures that they receive regular fresh air, and physical indoor and outdoor activities. The children are developing a good understanding of the importance of eating healthy foods. This is because the childminder presents them with healthy food choices, incorporating a balance of food groups that include fruit, vegetables, and lean meat, such as chicken chunks. In addition, the childminder talks to children about why it is important to eat healthy foods, and she supports the discussions by displaying accessible posters that depict healthy food options. This effectively supports children's thinking process and promotes their good health. Children are cared for in a well-maintained home environment, which is clean and safe for the children. This ensures that the children can investigate the environment safely. They learn about risks and how to manage them. For example, the childminder teaches them why it is important to sweep up the creative media that they have been exploring to ensure that they do not fall. She involves them further in discussions which helps them balance and learn about risks successfully. For example, the children know that they can't enter the kitchen area while the childminder is cooking and why.

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 safe from harm, including what to do if there are any concerns about a child in her care. This includes ensuring all persons whom are required to do so have appropriate back ground checks. In addition, the policies and procedures to support children's well-being and safety are accessible, implemented well and shared with the parents.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the effective quality of the childminder's interaction with the children during activities and routines, to support their individual needs. The childminder forms good relationships with the parents. She liaises with them regularly to ensure that the children's care and learning needs are effectively supported. This is the childminder's first inspection since being registered as a childminder, and she has taken strong steps, to monitor her practice to support children. For example, the childminder uses written evaluation to help her reflect on her practice.

She takes account of parents' views by liaising with them regularly regarding the children's individual needs. A sample of the recent comments from parents demonstrates that they are pleased with how their children are cared for and progress at the provision. For example, the information available states how the childminder has supported children's social skills, by taking children on outings and how the children have benefitted from the experiences that they receive at the provision. The childminder has a good awareness of her strengths and areas for development and a very good attitude towards making continuous ongoing improvements for children. For example, she is proactive in finding out information to support children through going on training, such as how to meet children's individual needs and supporting children with special educational needs and/or disabilities. She has effectively developed her knowledge on how to support children's individualised learning through effective questioning and using observations effectively to support children's next steps in learning. All of this supports children's development and their well-being effectively. The childminder takes good account of the children's points of view by making sure that they can express themselves by freely exploring the resources available, and she is proactive in enabling them to pursue their interests during activities.

The childminder forms effective links with other early years provisions where children also attend to support children's care and learning. She demonstrates a good understanding of the importance of working in partnerships 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 **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	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	EY461763
Local authority	Bradford
Inspection number	926761
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	not applicable
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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