

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

- A bright, welcoming and child-centred environment effectively promotes toddlers' and young children's independent learning.
- The childminder extends and supports young children's learning well through her good quality teaching, which includes her sustaining their attention as she sits alongside them playing.
- Toddlers and young children have secure attachments to the childminder, which fosters their emotional well-being. This is as a result of close partnership working with parents during the well-organised settling-in period.
- Toddlers and young children are closely supervised and there are effective systems for ensuring the premises are secure, with access being monitored closely, which promotes children's welfare.

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.
- Young children's understanding of appropriate expectations for behaviour and boundaries is not always effectively reinforced.

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 lounge, designated playroom 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 husband, their four adult children and 14-year-old grandchild in the Heaton area of Bradford. The childminder's two daughters are both registered childminders, although the childminder is currently only co-minding with one of them. Both childminders have joint responsibility for the childminding practice. 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 and attend for a variety of sessions. The childminder offers care to children who speak English as an additional language. She 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:

- support children's understanding of acceptable behaviour further by using more positive reinforcements to acknowledge positive behaviour and by providing explanations about why rules and boundaries exist
- 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.

Inspection judgements

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

The childminder has a good knowledge and understanding of the areas of learning and how to support young children's play. Consequently, toddlers and young children, all under three years, take part in a variety of play opportunities which engage their interest, develop their imagination and foster active learning. Consequently, they are acquiring the early skills and capacity to develop and learn effectively and be ready for next stages in learning as they go to pre-school. For example, toddlers demonstrate how curious they are as they show a strong exploratory impulse and investigate toys of their own choosing which interest them. They show intrigue, for instance, in filling and emptying small magnetic letters using a plastic container. They show high levels of concentration, given their very young age. More able children enjoy representing their own experiences. They

clearly have favourite resources, such as the Asian dressing up costumes, which they play creatively with for a lengthy amount of time. They enjoy taking them on and off the coat hangers, showing good perseverance, determination and problem-solving skills. While laying a scarf on the floor pretending to iron this, they attempt to flatten it with great precision and a strong sense of purpose.

The childminder clearly knows the children and their stage of development well as a result of effective, ongoing observation and assessment. This is reflected in useful records of learning, and information is then used effectively to plan for each child's individual needs. Children are making good progress and are working comfortably within the typical range of development expected for their age, given their starting points, and beyond in some aspects. Parents are well informed about their children's progress and are actively involved in supporting next steps for learning at home. For example, they are encouraged to regularly view and discuss their child's records of learning with the childminder. Parents receive regular photographs capturing their children's enjoyment first-hand, especially during the settling-in period to reassure anxious parents, and are encouraged to share their own observations. Consequently, there is a strong commitment to ensuring children reach their full potential through a consistent and shared approach.

The childminder supports and extends young children's learning well through her positive interaction and good quality questioning. For example, she helps children to learn new skills and practise their small physical skills, as she shows them how to manipulate the fastenings on dressing up clothes. She sustains their engagement as she sits alongside them with the 'opposites' flash cards, effectively reinforcing their communication and language. For example, she links physical actions to words, such as demonstrating the motion of pushing and pulling and shivering to represent being cold. Young children's interest in print is fostered well as a result of a range of different kinds of books for different age groups. These include books which foster an early awareness of how people have similarities and differences. Toddlers handle books with interest, randomly turning the pages of an exciting animal pop-up board book. They are extremely communicative and enjoying babbling as they increasingly experiment with using sounds and gestures to communicate. For example, they readily express their needs, such as indicating they do not want any more of their dinner and want to get out of the highchair. As the childminder is bilingual, she supports toddlers' and young children's home language alongside effectively developing their communication skills in English. Young children show good small physical skills and early skills in writing as they create lines and circular patterns while drawing at the easel.

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

There is a very strong focus on working closely with parents when children enrol. The gradual settling-in process, which usually takes places over two weeks, fully enables toddlers and young children to develop a close bond with the childminder and her co-childminder, their role being to help them to become familiar with their new environment and to feel confident and safe within it. Parents are effectively encouraged to share what they know about their children through an 'All about me' document. This details, for example, home routines, what children like, dislike and enjoy doing, how they usually

settle and important people in their lives. Consequently, the childminder can provide individually tailored care, which follows that given at home and is in line with parents' wishes. This ensures a smooth transition between home and the setting, 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. These identify children's stage of development and key next steps for learning, in close consultation and agreement with parents. Where children leave the setting to attend pre-school, development information is forwarded through parents. This helps children's new key person to identify and meet their individual care and educational needs. Consequently, children's continued sense of security is fostered.

The designated playroom is welcoming and stimulating because it is enhanced with children's artwork and colourful posters. 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 fewer 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. Mealtimes are very relaxed occasions, in which toddlers and young children can enjoy the experience and practise their developing self-care skills, such as using cutlery to scoop rice or eating finger foods, such as chapattis, and holding a beaker cup. The childminder helps young children to manage their feelings and behaviour well in some aspects. For example, she offers a reassuring cuddle when they become frustrated and praises their achievements. However, the childminder does not always provide positive reinforcement or simple explanations to enhance young children's understanding of what she is asking them to do and not do, and why.

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. Drinks are readily accessible, in order to encourage young children to manage their own hydration. Toddlers and young children wash their hands before they eat and the childminder reminds them to put their hand over their mouth when coughing. Indoor and outdoor physical activity is provided. This enables toddlers and young children to practise their large physical skills, learn about risk taking relevant to their age and stage of development, and benefit from fresh air. For example, they visit parks and places of interest in the local and wider area and enjoy playing on the plastic slide in the playroom. The childminder reminds toddlers to be careful and hold on as they climb up the steps, helping them to learn new skills, under close supervision. Young children show their awareness of potential hazards. For example, as they help themselves to a puzzle on the shelf, they notice that other loose puzzles stored on top are going to fall off. They readily attempt to push these back while pulling the boxed jigsaw at the same time, and the childminder sensitively intervenes to support them.

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

The childminder understands and 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. Consequently, children's welfare is promoted well and they have an enjoyable early years experience, which is tailored to meet their individual needs. All adults in the setting are safe and suitable to be in contact with the children, and Ofsted are notified of any such changes, in order to safeguard children. The childminder has a good understanding of possible indicators of abuse or neglect and of the procedures for seeking advice on such matters, which are clearly displayed. Consequently, concerns can be passed on promptly to protect children and keep them safe. The childminder is vigilant in her supervision of toddlers and young children, in order to promote their welfare. Risk assessments identify and minimise potential hazards indoors, outdoors and on outings, in order to prevent accidents, and these are continually reviewed to promote children's well-being. For example, the upper part of the rear garden has been made inaccessible as it is not fully safe and secure due to broken fencing. Closed-circuit television monitors the front of the property and front door, which is kept locked at all times. Consequently, the childminder can ensure that those entering her home are authorised to do so, which safeguards children in her care further.

The childminder demonstrates a strong commitment to continual improvement, in order to improve children's achievements over time. For example, by taking part in her local authority quality assurance scheme, the childminder's service is monitored externally. The childminder, alongside her co-childminder, complete an assessment of their provision within this, identifying areas for development. The childminder keeps up to date with new initiatives and changes to childcare legislation and frameworks, for example, by attending local authority meetings. In addition, this is achieved through her strong commitment to her own professional development. For example, the childminder is in the process of completing an appropriate childcare qualification at level 3. Consequently, her extended knowledge of early years practice is used effectively to enhance children's care and education. The childminder closely monitors children's progress, in order to ensure that appropriate interventions are sought where children may require additional support.

Children's care and education are optimised as a result of strong partnership working with parents. This includes effective communication when children enrol and during their time with the childminder. For example, the childminder and her co-childminder jointly share good quality information through a range of communication methods. Notices, certificates and information about the Early Years Foundation Stage are displayed, messages are relayed through emails and texts, and there are friendly daily face-to-face exchanges. Regular newsletters also inform parents about many other aspects, such as particular themes, stories and activities, and important dates and reminders. Parents are actively encouraged to contribute 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. The childminder has a good understanding of developing partnerships with other providers should children attend other settings or have additional needs, in order to ensure a shared and consistent approach.

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	EY426594
Local authority	Bradford
Inspection number	870269
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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