

<b>Inspection date</b>	07/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 are happy and secure with the childminder and in the setting. They show strong levels of attachment and interact well with her.
- The childminder provides stimulating and fun activities for the children. She has a secure knowledge and understanding of how to promote and complement children's learning and especially their language and communication.
- The childminder supports children to become independent individuals who learn how to behave, the importance of leading healthy lifestyles and how to keep themselves safe.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.

#### **It is not yet outstanding because**

- The arrangements for encouraging some parents to share information about their children's learning at home is less secure; hindering the childminder from being able to use this information to further enrich her own planning for children's future development.

## 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 looked at resources in the playrooms and if age appropriate.
- The inspector observed children playing both inside the home and also in the garden and observed the childminder's interaction with the children.
- The inspector talked with the childminder throughout the inspection and looked at a variety of documentation, including self-evaluation.
- The inspector looked at children's learning records and planning.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her mother, who is a registered childminder and an assistant. The childminder lives with her parents and family on the outskirts of Bradford. The whole of the ground floor extension and rear garden are used for childminding purposes.

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.

There are currently four children on roll, all of these are in the early years age group and attend for a variety of sessions. She operates all year except for bank holidays. Opening times are all day during Monday to Friday from 8am to 6pm on Fridays. The childminder supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- develop arrangements for encouraging parents to share more information about their children's learning at home, so that a complete picture can be gained of all children's achievements and used to enhance their progress.

## Inspection judgements

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

Children are eager, enthusiastic and motivated to learn as they enter this good quality provision. Their learning is significantly enhanced by the childminder, who has a secure knowledge of the Early Years Foundation Stage and a professional understanding of how children learn. Purposeful and developmentally appropriate activities and experiences are carefully planned to meet the individual needs of all children. The indoor environment is very well organised to ensure that children can easily access a good range of toys, covering all areas of learning. All resources are clearly labelled, both inside and outside the home. This helps children to learn that print carries meaning and enables them to easily and independently access their playthings and make free choices about these.

There is a strong focus on helping children to acquire communication and language skills and in supporting their personal, social and emotional development. This ensures they make good progress in relation to their starting points. Children initiate their own learning

through exploration and investigation, and the childminder uses her skills, experience and knowledge to extend their learning and development. As a result, children are well prepared for school and their next stage of learning.

The childminder develops children's communication and language skills through the use of regular conversations during play and care routines. For example, before lunch children sit together and listen intently to a story about the jungle. The children get excited as they remember their own visit to a farm and tell the childminder about the animals they saw. This helps to promote their conversational skills as they talk to each other. As they listen to the story, children tell the childminder that 'S' is for the snake they can see in the picture; showing that they are beginning to recognise some letters and are developing an understanding of phonics. Children get lots of opportunities to develop their literacy and mathematical skills. This is achieved through games, such as matching letters to the pictures. Three-year-old children confidently match the letter 'C' to the cat and the 'A' to the picture of the apple, and receive lots of praise from the childminder. This helps to promote and develop their confidence and self-esteem. Children enjoy playing in the sand mixed with glitter and watching how it shines. They help each other to fill up the sand buckets and compare with each other how full they are. They confidently use spades and other tools in the sand, helping to develop their manipulative skills. Younger children are encouraged to press the buttons on a variety of pop up toys, benefiting from good interaction with the childminder. For example, she shows them how to press the button, and they copy her; giggling as the different shapes pop-up and make a noise. This develops the youngest children's understanding of simple technology. The childminder builds on this by providing older children with a wide selection of mechanical resources, such as toy laptops, electronic games and toy cameras. Children have opportunities to develop their large muscle control, coordination and balance as they access the well-resourced outdoor area. They independently put on their coats and hats and rush off outside, where they use brushes and water to paint the walls. Later, they enjoy riding wheeled toys, balance on large pieces of wood and chase the balls around the garden. The childminder uses the outside area well to develop many aspects of children's learning. For example, children learn to experiment and work out things for themselves as they pour water down plastic guttering, and watch it flow 'fast', before catching it in buckets. Aspects of mathematics, such as capacity is then introduced as children are encouraged to compare how full their buckets are.

The childminder considers children's individual interests and needs well when planning activities and experiences. She uses her knowledge of children's prior learning effectively and completes accurate and precise observations and assessments of children's achievements. She completes termly summaries to ensure that children are progressing in line with the typical development for their age, and refers to the guidance document, Development Matters in the Early Years Foundation Stage, to help her with this. Parents are aware of the children's learning records and these are available for them to access at any time. However, arrangements for encouraging all parents to share information about what their child learns at home are not yet fully secure, and this hampers the childminder in developing a secure picture of all children's achievements that she can use to enrich her future planning for the children. Parents are regularly updated about their children's learning and development through daily conversations, and regular meetings are held when they discuss their children's progress in more detail.

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

Children are very happy and content and thoroughly enjoy their time with the childminder. She is sensitive and caring and fully supports children in forming strong, secure and emotional attachments. These provide a solid foundation on which to build their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. The childminder fully embraces and recognises the individuality of every child, and this ensures they feel respected, valued and promotes a strong sense of self-esteem. Children settle very well into the provision because the childminder finds out about their individual likes, dislikes, interests and care routines from their parents. She follows a settling in process which is flexible to meet children's and parents' needs. The childminder also makes links with the local schools to ensure that children are thoroughly supported during the times when they transfer to the next stage in their learning, such as nursery or school

The childminder helps children to socialise and understand and respect the feelings of others, through clear explanations of how to take turns and share. Children demonstrate that they are learning good social skills as they seek out other children to share experiences and begin to cooperate during their play. Regular visits to various groups in the local community, such as visits to the local children centre and local toddler groups, give children opportunities to socialise with children and adults away from the childminder's home.

The childminder gives high priority to keeping children safe within the indoor and outdoor environment. Detailed risk assessments, daily checks and security procedures ensure children can develop and learn in a safe and secure environment. For example, fire drills are practised with children and recorded; a clear evacuation plan is displayed and good road safety procedures are in place for when children are out and about. This ensures a safe environment where children also learn about the importance of staying safe.

The childminder promotes children's awareness of good hygiene routines through her positive role modelling of good practice and the implementation of comprehensive policies and procedures. For example, she uses disposable towels for children, and they have their own individual drinking cups to prevent the risk of cross contamination. The childminder ensures that children benefit from regular fresh air and exercise and their personal care needs are consistently met to promote their physical and emotional well-being. For example, regular walks to local parks and places of interest. When children are feeling tired or hungry the childminder responds immediately to ensure they remain comfortable at all times. Children are provided with healthy snacks and meals to meet their individual dietary requirements. They begin to learn about healthy foods and lifestyles through the provision of home cooked, nutritious meals and by being involved in cooking and baking activities.

Children respond to lots of positive interaction from the childminder as she praises them when they achieve a task. They celebrate their successes with each other and the

childminder, and communicate their delight as they receive lots of praise and words, such as 'well done'.

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

The childminder is enthusiastic, dedicated and fully committed to caring for children. She regularly reflects on her practice and the service she provides to maintain and improve the quality of care and education for all children. The childminder identifies her own professional development training needs, based on a good self-evaluation process, and is keen to achieve further childcare qualifications through attending training to strengthen her knowledge and understanding of early years education. She is proactive at seeking guidance and advice from the local authority childminding coordinator and other early years providers to further support the improvement of her practice. The childminder also receives further support from the co-childminder that she works closely with. She has strong aspirations for the quality of her provision and for ensuring that all children achieve their full potential. The self-evaluation system includes the views of parents and children and is used to maximum effect. It clearly identifies the strengths and weaknesses of the provision and consistently targets priorities for improvement.

Safeguarding is extremely effective as the childminder has a thorough knowledge and understanding of safeguarding procedures and knows what to do and who to contact in the event of a concern. Detailed organisational policies and procedures are implemented consistently and successfully to maintain children's safety and well-being. All health and safety systems are in place and the childminder has completed training, including first aid, safeguarding and the progress check at age two, to update and enhance her skills and knowledge. Partnerships with parents are well-established and make a strong contribution to meeting children's needs. The childminder is fully aware of the importance of partnerships with external agencies to ensure appropriate interventions are secured and all children receive the support they need. She has already established links with the schools that she collects children from, and regularly shares information with them to ensure continuity of care and learning for children.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. There is a strong system in place to observe, assess and monitor each child's progress, which ensures children make 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
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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

<b>Unique reference number</b>	EY450280
<b>Local authority</b>	Bradford
<b>Inspection number</b>	811805
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<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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