

Inspection date	06/02/2014
Previous inspection date	21/06/2010

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

- Young children are happy, sociable and confident. This is as a result of good settling-in arrangements, which include close partnership working between the childminder and their parents.
- The childminder's good quality interaction means that children are interested and engaged in activities.
- Young children's developing communication and language is effectively promoted because the childminder models language well and continually talks to them during care routines and as they play.
- The childminder gives good consideration to keeping children safe, including through good supervision levels.

It is not yet outstanding because

- Older toddlers' self-care skills are not always highly supported in terms of the equipment used at mealtimes.
- There is scope to develop resources to include those which are more flexible and open-ended, in order for them to be moved, used and combined in different ways to foster young toddlers' imagination 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 observed activities and care routines in the lounge and kitchen diner.
- 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.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Guardhouse area of Keighley and uses the whole of the premises for childminding. Children currently access local areas for outdoor play. The childminder attends groups and visits local shops, the library and parks on a regular basis.

There are currently four children on roll, three of whom are in the early years age group who attend for a variety of sessions. The childminder provides care all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She offers overnight care. The childminder takes children to and from the local schools. The childminder holds an appropriate childcare qualification at level 3.

What the setting needs to do to improve further

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

- support toddlers' self-care skills further, for example, by reviewing the equipment used at mealtimes
- provide a variety of more open-ended and flexible resources, including natural media and materials, in order to further excite young toddlers and encourage further exploration and investigation.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and how children learn. Consequently, she plans a good variety of activities, including daily specific adult-led activities, which link to children's individual next steps and interests and ensure a broad and balanced curriculum. These are informed by systematic ongoing observation and assessment, which includes finding out what children already know and can do on entry, with the active involvement of parents. This ensures that children's motivation for learning is fostered effectively. Children's experiences are enhanced through outings, which ignite their curiosity and expand their socialisation as they mix with other children. In addition, these effectively help children develop an understanding of the wider world. For example, they visit the pet shop, explore the sensory room at a local children's centre, feed the ducks and go to toddler groups. The childminder continually communicates children's achievements and next steps for learning to parents, in order for them to support children's development at home. In addition, they are encouraged to share their

own observations, in order for the childminder to add these to children's records of learning. Consequently, because the childminder and parents work closely together, children are working comfortably in the development band expected for their age and are progressing well.

Young children are clearly acquiring the skills and capacity to develop and learn effectively and be ready for the next stages in learning, such as pre-school and then ultimately school. This is as a result of the childminder's good quality teaching, her enthusiastic interaction and her enabling children to engage in active learning. For example, toddlers express great creativity and delight in the organised painting activity. During this activity, they develop their own ideas and have uninterrupted time to play as they become engrossed. They learn new skills as they experiment with making marks in different ways with paint as they create patterns with the wheels of the large trucks. They do so by manoeuvring these backwards and forwards. The childminder skilfully monitors how toddlers engage in the activity and adapts this, as and when necessary, to support their learning. For example, she notices that older, more able toddlers prefer to investigate the paint using their fingers, observing their purposeful finger prints with intrigue. Therefore, she removes the truck to provide more space and freedom for them to investigate and ensure inhibited play. She asks them if the paint feels nice on their fingers as they explore the texture. Younger toddlers enjoy patting their wet paper, exploring the taste of the paint and imitating car noises as they play with the truck. As the activity comes to a natural ending, the childminder helps toddlers reflect on their learning as she says 'Did you make lots of marks? You look like you've had lots of fun'.

Toddlers are sociable and enjoy engaging the childminder in their play, during which she enhances their enjoyment by having fun with them. For example, she introduces early technology toys, such as the vibrating musical ball, laughing with toddlers as this makes their hands shake as they hold onto it. Younger toddlers express early imagination as they make the roaring noise of the small world dinosaur figure. They also imitate older, more able toddlers, as they imitate home experiences during pretend play with the home corner role play toys. The childminder enhances older toddlers' creativity as she asks if they are going to the shops when they place a doll in the pram and push this around the lounge. She effectively supports toddlers' early communication and language. The childminder provides a narrative for what they are doing, helping them to link words to actions. For example, as older toddlers cover the doll up with a blanket, the childminder says 'Is your baby going to sleep? Is she nice and warm now?' Younger toddlers experiment with sounds and noises, use gestures, such as pointing, to express their needs and say 'ta' when offering a toy. The childminder uses spontaneous opportunities to introduce early counting skills. For example, as she lifts younger toddlers into their highchair, she counts to three and counts to two when she puts their arms in the reins. As older toddlers connect bricks together, showing good hand and eye coordination, the childminder counts how many there are in the tower.

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

Children clearly have secure attachments with the childminder as a result of effective settling-in arrangements. These are organised over a two-week period initially, however,

are tailored to each child depending on their individual needs. There is close consultation with parents during this time, in order to ensure children develop a strong sense of security. Parents are asked to share very detailed information about their child's care routine and aspects of their development through the 'My early years passport' document. For example, they are asked about their children's likes and dislikes, care routines at home, whether any other professionals are involved with the family and favourite things and interests. Consequently, the childminder is well informed about each child's uniqueness and provides care consistent with that given at home and in line with parents' wishes. To enhance the process, where children have come from another setting, the childminder makes good use of available information. The childminder clearly knows the children in her care, for example, recognising and responding to signs of tiredness in young toddlers. Consequently, their physical well-being is ensured.

The childminder enhances her environment by displaying photographs of the children, alongside their artwork. This helps children to develop a strong sense of belonging as well as recalling and reflecting on their learning. She provides an environment and flexible daily routine that encourages children to develop independence, curiosity and the ability to explore. For example, she ensures a variety of child-accessible resources are available in the lounge. However, there is a lack of those which are open-ended and flexible, in order to fully facilitate younger toddlers' spontaneous exploratory and investigative play. Younger toddlers competently eat finger foods and successfully hold their feeder cup as they enjoy doing things for themselves. However, the childminder does not fully support older, more able toddlers' self-care skills during their transition from a highchair to more age-appropriate equipment. This is because the kitchen table is too high. Given their young age, toddlers' behaviour is extremely good because they are well occupied and enjoy their time at the childminder's home. This is reinforced through effective strategies, such as distraction and positive reinforcements, which fosters young children's self-esteem and confidence. For example, as younger toddlers discover they can make a noise by connecting objects together, they delight in the enthusiastic praise they receive and clap their hands in imitation of the childminder.

The childminder effectively reinforces positive messages about healthy lifestyles from an early age. For example, she models and encourages good hand hygiene routines, such as washing hands before eating. While doing so, she talks to toddlers about getting rid of germs that make them poorly. She offers healthy meals and snacks, including a substantial home-made meal at tea-time using freshly prepared food. Toddlers are encouraged to drink regularly, in order to remain hydrated, further promoting their all-round good health. Other young children's understanding is developed further as they take a shopping list to buy healthy ingredients for the pizza they help to make. Children have good access to daily fresh air and exercise, which enables them to learn about the effects of physical activity on their bodies and develop confidence in their large motor skills. For example, they use indoor and outdoor apparatus at the park and soft play centres. Alongside learning how their bodies work, they also develop a good awareness of risk as they actively explore. The childminder reinforces toddlers' understanding of keeping themselves safe as they engage in role play. For example, as she pretends to eat the dinner they have brought her, she says 'Is it hot? What do we have to do if it's hot? We have to blow it'.

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 Early Years Foundation Stage. Consequently, children's well-being is ensured and they experience an enjoyable and varied early years experience, which helps them make progress towards the early learning goals. The childminder uses a tracking document to monitor children's stage of development and progress closely. This means that she can target children with special educational needs and/or disabilities and secure appropriate interventions at an early stage, in order to ensure all children are supported in their learning and development. The childminder carries out robust risk assessments, in order to ensure that hazards are effectively identified and minimised to keep children safe. Any arising potential hazards, such as an accessible broken shed in the garden, are reduced. For example, the childminder has deemed the area out of bounds at present and is, therefore, providing interesting alternative outdoor play for the children until this is made safe. The childminder has a good understanding of possible indicators of abuse and neglect as a result of keeping her training up to date. Her local guidance is clearly displayed, in order for her to respond promptly to concerns of this nature, in order to protect children.

The childminder demonstrates a strong commitment to continuous improvement. For example, she has addressed actions and recommendations raised at the last inspection. Consequently, she has enhanced the efficient and safe management of the childminding service. The childminder keeps up to date with changes in early years practice, for example, by linking closely with other childminders and attending training and information evenings held by her local authority. This means that she continues to improve children's achievements over time by improving her systems for observation, assessment and planning, for instance. The childminder encourages parents to continually share their views informally through daily face-to-face exchanges, in order to help her shape her service.

The childminder continually exchanges information with parents, in order to promote a shared and consistent approach. Parents are well informed about different aspects of the childminding service when their children begin attending and during their time with the childminder. This is usually done at the beginning and end of each day and through displays, for example, of children's artwork or photographs. The childminder also offers a daily diary for parents who wish to use this as an additional communication method. The childminder has a good understanding of establishing links with providers or professionals where children attend other settings or have special educational needs and/or disabilities, should she be required to do so.

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	EY403061
Local authority	Bradford
Inspection number	875220
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	21/06/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

