

**Inspection date**

17/01/2014

Previous inspection date

14/05/2010

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

2

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

3

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

3

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

3

**The quality and standards of the early years provision**

**This provision requires improvement**

- The childminder's positive interaction and interest in what children say and do supports and extends most aspects of children's learning and enjoyment.
- Children are sociable, confident and clearly at ease, and relate well to the childminder and their peers. A satisfactory partnership with parents supports a consistent approach to their care. As a result, children's emotional well-being is supported well.
- The childminder is clear of her role in safeguarding children and is aware of the action to take to ensure children are protected, should she have any concerns regarding their welfare.

**It is not yet good because**

- Assessments of children's stage of development are not precise enough to effectively identify and plan for children's targeted next steps for learning, including by utilising information from other settings and parents. Teaching is therefore inconsistent.
- Opportunities to support some children in making independent choices about what they play with, such as books and access to examples of numbers, are not fully extended.
- The information gained from evaluation of the childminder's practice is not used to target clear plans for improvement to ensure teaching improves.

## 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 in the playroom and lounge.
  - The inspector conducted a joint observation with the childminder.
  - The inspector held conversations with the childminder throughout the inspection.
  - The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and qualifications,
- risk assessments, policies, procedures and the childminder's self-evaluation documents.

## Inspector

Shazaad Arsahd

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a Steeton, Keighley, West Yorkshire with her children aged 14 and three-years-old. The whole of the ground floor is used for childminding purposes and there is an enclosed area for outdoor play. The childminder regularly attends local toddler groups, visits the park on a regular basis and takes children to, and collects them from a local school. The family has a cat.

There are currently 12 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the effectiveness of assessment by ensuring that an accurate assessment of children's prior skills and knowledge is undertaken on entry, in order to target their next steps for learning; and use the information gained from all types of observations, including from parents more precisely when planning activities and experiences, so children make good progress in their learning.

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

- enhance children's independent access to all the resources, for example, by providing further resources with numerical labels and easy access to a wider range of books
- use self-evaluation more effectively to monitor, analyse and assess strengths and weaknesses, in order to drive improvement to support children's achievements over time.

## Inspection judgements

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

The childminder has a satisfactory awareness of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, therefore children take part in an adequate range of activities across the seven areas of learning.

Consequently, children are working within the typical range of development expected for their age and are appropriately acquiring some of the skills for the next stages in learning, such as school. Through her observations and discussions with parents, the childminder builds a picture of what children enjoy doing and their interests. However, she does not effectively establish children's current stage of development, by making good use of information provided by other settings and parents. Consequently, although children enjoy themselves and are occupied, activities are not always precisely targeted to meet their individual next steps for learning through purposeful planning.

Children play cooperatively with each other; they enjoy constructing for a purpose, showing good concentration, and delight in showing adults their creations. Their mathematical development is sufficiently supported as they make tower blocks and use language, such as 'tall ' and 'big'. After helping to tidy the activity away, children are eager to go to investigate books and storage boxes where they can make some independent choices about what they want to play with. However, as children take part in self-initiated activities, the organisation of some resources, for example, access to the books and lack of any numerical labelling inhibits their active exploration and flexible play. The childminder enthusiastically engages in children's play to support and extend their learning, including through her questioning. For example, as children get out a game, the childminder helps them to solve problems as she talks through how to connect the different pieces together. Children then carefully use the games, showing good hand-eye coordination. The childminder encourages children to engage in simple calculation by asking about numbers in the books. Children are confident communicators and readily express themselves as they talk about what they are doing and interact very well with their peers. Children enjoy a range of craft games, making marks and patterns on the chalk board, developing early skills in writing.

Relationships with parents are established. The childminder works appropriately with parents on their child's care and educational needs as she discusses their child with them to gain a generally consistent and shared approach. The childminder has a sound knowledge and understanding of the progress check at age two and is aware of how to complete the check.

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

Children demonstrate they are relaxed and settled as they move around the childminder's home with ease. The childminder gathers appropriate information from parents when children enrol, organising settling-in visits to support children's transition to the setting. Consequently, children build secure relationships with the childminder and she appropriately meets their individual care needs. The childminder appropriately supports children as they leave to attend school, in order to foster their continued sense of security. For example, she discusses the forthcoming change with them.

The childminder provides healthy meals and snacks, in order to encourage children to make good food choices from an early age. Consequently, they learn about positive practices that contribute to a healthy lifestyle. This is reinforced adequately through appropriate hygiene routines, such as washing hands before eating, and daily access to

outdoor play. Children are encouraged to run around and learn about the effects of exercise on their bodies, for instance, by taking part in music and dance games. Children manage their own personal care needs relative to their ages, and readily show good levels of independence.

The childminder suitably helps children to learn about dangers and develop a sense of personal safety. For example, she reminds them of being safe in the outdoor areas and talks about staying safe. Children talk about safety procedures on outings, such as holding hands, wearing their seatbelts, using the pedestrian crossing and looking both ways for cars. Children play safely inside the home and are aware of not to open the safety gate at the bottom of the stairs. The use of more challenging equipment when accessing the park develops children's awareness of taking managed risks as they learn how their bodies work. Children behave well in the main, and when they become a little excitable and more boisterous, the childminder uses appropriate strategies to calm them down and remind them about behavioural boundaries. She fosters children's confidence and self-motivation, for example, by praising and encouraging their achievements.

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

The childminder has a satisfactory knowledge of the Statutory framework for the Early Years Foundation Stage and generally fulfils her responsibilities in meeting the safeguarding and welfare and the learning and development requirements. However, certain aspects of the quality of her teaching are not fully met, in relation to her observation, assessment and planning arrangements and the learning environment. The childminder promotes children's welfare by identifying and minimising hazards and ensuring the premises are secure. The childminder ensures that her arrangements for supervising children during school collection are managed safely and ratios are maintained and registers of times of attendance kept. The childminder keeps her child protection training updated. Consequently, she is able to identify possible indicators of abuse or neglect and holds the most recent guidance for seeking advice on such matters to keep children safe. In addition, the risk assessments are very thorough for in the home and on outings and further protect the safety of the children.

Policies, procedures and record keeping systems are suitable in ensuring the efficient and safe management of the provision. The childminder has some informal systems for evaluating her practice, such as sharing ideas with other childminders and attending local authority network briefing meetings, in order to keep up to date with new initiatives and changes. The childminder uses face-to-face exchanges to obtain parents' views, in order to help her review and inform her practice. However, plans for improvement are not precisely targeted to teaching and learning, in order to ensure there is a clear focus on improving children's achievements over time. The childminder has a recognised childcare qualification at level 4, demonstrating a commitment to extending her knowledge of early years practice, in order to use this to improve her provision. In addition, she has completed most aspects of previous recommendations and is currently improving her assessments with the parents' involvement.

Parents are appropriately informed about the provision, in order to make an informed choice about their children's care and education and ensure a consistent approach. For example, the childminder shares her policies and procedures and details about additional aspects of her provision on children's enrolment. She keeps parents updated on what their children do through daily friendly exchanges when they drop off or collect their children. The childminder has a suitable awareness of partnership working with other professionals if she be required to do so.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY257079
<b>Local authority</b>	Bradford
<b>Inspection number</b>	950643
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/05/2010
<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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