

Inspection date

Previous inspection date

03/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Effective teaching strategies are in place to help children develop early language and communication skills. As a result, all children are well motivated to learn and make steady progress.
- The childminder has a good understanding of the safeguarding and welfare requirements, and implements effective policies and procedures so that children are safe and secure in her care.
- The childminder has established effective links with parents. She keeps them suitably informed about their child's achievements. As a result, parents are involved in their child's learning.

It is not yet good because

- The next steps in children's learning and development are not identified on an ongoing basis to inform planning towards an individualised educational programme for each child, so that they are helped to make best progress.
- The system for self-evaluation has yet to be fully developed in order to provide an accurate reflection of the setting's strengths and weaknesses and ensure that improvement plans are effectively implemented. Parents' and children's views are not regularly shared to help inform all future priorities.
- The monitoring of the educational programmes, to ensure all areas of learning are provided and meet the developmental needs of all children, is not rigorous enough.

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 children's activities in the playroom and dining kitchen.
- The inspector held discussions with the childminder.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.

Inspector

Rasmik Parmar

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children age 22 months, three and six years in Bingley, Bradford, West Yorkshire. The ground floor is mainly used for childminding purposes, with access to the first floor for sleeping facilities when needed. There is an enclosed garden for outdoor play.

The childminder attends local toddler groups and the local childminding network. She visits the local shops and parks on a regular basis. There are currently two children on roll, one of whom is in the early years age range and attends for a variety of sessions. The childminder operates all year round, from 7.30am 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:

- identify the 'next steps' in children's learning and development to inform planning as part of an individualised educational programme for each child, shaping learning experiences to ensure children make good progress.

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

- develop the system for improvement and self-evaluation by identifying and planning for all future priorities, and give parents and children opportunities to share their views
- rigorously monitor the educational programmes to ensure all areas of learning are provided and meet the developmental needs of all children.

Inspection judgements

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

Children are enthusiastic and demonstrate a positive approach to learning due to the suitable interaction of the childminder. She is proactive in providing children with sufficient experiences that will prepare them for the next stage in their learning. As a result, children are making suitable progress in the prime areas of their learning and development. However, assessments of children's learning and development are in the early stages as

their next steps are not identified. Consequently, the childminder is not fully able to plan effectively challenging experiences for children in all areas of learning. For example, she has focused on children's personal, social and emotional development but aspects of mathematical development have been missed. Therefore, children's all-round development is not fully promoted.

The childminder offers children a happy and calm atmosphere to play and learn. She provides a broad range of age-appropriate toys, which means that children benefit from a range of experiences that appropriately promote their learning. The childminder makes sure that children learn through everyday activities. For example, they learn about shapes and colours through routines. They count objects and identify colour in their environment. The childminder introduces words to extend children's vocabulary. For example, when making dough for bread she talks about 'kneading the dough', 'sieving the flour' and about the 'magic ingredient yeast'. Furthermore, the topic-based learning is continued as a well-sourced book depicts the different types of bread from around the world, such as Mexican tortillas and Indian naan bread. Children make connections with family life as they talk about eating pitta bread and ciabatta bread at home. As a result of this well-planned activity, children are developing the skills that will prepare them for life at school.

Partnership working with parents is generally good. The childminder provides parents with information about the Early Years Foundation Stage so that they are aware of what is expected to promote good outcomes for children. Parents have access to their children's learning journal at any time and the childminder keeps them updated daily through discussion. This means that parents can continue their children's learning at home. For example, the childminder encourages parents to learn songs and nursery rhymes so that they can further support their child's learning.

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

The childminder has effective procedures to help new children settle and adjust to being cared for in her home. She arranges times when they can meet in her home before they start, which helps children to get to know her as their key person. This also helps the childminder to understand and meet children's needs and supports transitions well. Children form secure attachments and feel a strong sense of belonging with the childminder because she sees to their care needs well. Consequently, children's emotional well-being is effectively supported.

The childminder has a calm and consistent manner with children. She helps children manage their behaviour as she provides clear and consistent boundaries, distracts them with other resources and talks about feelings. She is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. The childminder teaches children about keeping themselves safe, both within the home and when on outings. For example, by staying close to her when walking to the park.

The childminder teaches children to be aware of the importance of healthy lifestyles and eating as she provides them with nutritious snacks and home-made meals and encourages

them to try new foods. For example, children try banana bread freshly prepared by the childminder. Children's good health and self-care are promoted as they attend to their personal needs. For example, children are independent as they self-select resources and learn to feed themselves. The childminder sets good examples about good hygiene practices and teaches children to wash their hands after using the toilet to remove germs. Children have daily access to outdoor play and go for walks in the local environment. For example, they visit the local canal, parks and woods where they learn about plants and insects. The childminder takes children to various community activities, such as toddler groups and play activities at the children's centre. Consequently, children learn to socialise with others and develop their large muscle skills as they use equipment.

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

Children are kept safe from harm as the childminder knows what to do with regard to child protection procedures. She demonstrates through discussion her understanding of recognising potential signs and symptoms of abuse and the agencies she would contact if she had concerns for children's well-being. Effective risk assessments are in place and daily checks of the environment and resources ensure that children are well protected and can play and learn in a safe and secure environment. Furthermore, the vigilance of the childminder, consistent supervision of all children and security systems, such as locks on doors, ensure that children are kept safe at all times. As a result, children's safety is well promoted.

The childminder has not yet established processes to help her monitor the educational programme by improving her observations and assessments of children. As a result, there are some gaps in children's learning and development. Although the childminder provides some challenges in children's learning, she does not rigorously plan for children's next steps for future learning. Hence, children are not consistently making good progress in all areas.

The system for self-evaluation does not identify all areas for further development. The childminder attends regular childminding network group meetings and shares information with other childminders. This supports her personal development and the provision for children. She has also recently attended a course to update her knowledge of the Early Years Foundation Stage. However, parents and children have not had sufficient opportunities to contribute their ideas and views, which means they are not fully involved in developing the service and informing improvement plans. The childminder has a suitable understanding about working in partnership with other settings to ensure consistency in children's learning. However, at present, all children attending are solely cared for by the childminder.

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	EY466214
Local authority	Bradford
Inspection number	933314
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
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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