

Inspection date

Previous inspection date

17/03/2014

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

- The childminder provides a clean, secure, well-organised, homely environment for children. As a result, their independence, health, safety and well-being is supported.
- The childminder gives the children good attention and interacts appropriately with them during play. Consequently, they develop close relationships with her which supports their emotional well-being.
- The childminder is familiar with the signs and symptoms of abuse and the procedures to follow should she have a concern about a child in her care. Therefore, children are protected.

It is not yet good because

- Observation, assessment and planning is not sufficiently robust. The childminder does not analyse her observations sufficiently enough to assess and monitor children's progress and then plan for their ongoing development.
- Parents have too few opportunities to share what they know about their child's learning and development. Consequently, precise information is not gathered to accurately assess starting points, progress and future planning linked to their experiences.
- Self-evaluation is not embedded into practice and does not ensure that all areas for improvement are consistently identified and addressed, for example, enhancing the way children share how they are feeling and begin to manage their own behaviour.

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 the children playing in the dedicated playroom and the living room.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a range of the childminder's documentation including evidence of children's learning records, risk assessments and policies and procedures for the setting.
- The inspector discussed the joint observation with the childminder, which involved children playing in the water tray.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults in the household.

Inspector

Lindsay Dobson

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 two children aged nine and two years in a house in Wibsey on the outskirts of Bradford. The whole of the ground floor, the bathroom on the first floor and the rear garden is used for childminding. The family has a pet dog.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis and she collects children from the local schools and pre-schools. There are currently five children on roll, two 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. The childminder holds a recognised childcare qualification at level 3. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- use the information gained from observations in order to build on children's interests more effectively, assess children's starting points and monitor their progress towards the early learning goals, so that planning is more precisely based on children's next steps in learning
- improve existing partnerships with parents by encouraging them to share more information about children's experiences, progress and achievements at home, and then use this information effectively to inform assessments and the planning of children's activities.

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

- foster a more rigorous culture of continuous improvement by self-reflecting on practice to identify future priorities and by including the views of the parents and children in the process
- enhance the ways in which children can let others know how they are feeling, such as using feelings books or enabling children to place their own photograph on a feelings board.

Inspection judgements

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

Overall, the quality of teaching adequately supports children in their learning and development. The childminder regularly observes children during play, and can talk in general about their next steps in learning and the play opportunities she provides for them. She notices what children enjoy and suitably considers where they need to move onto next in their learning and development. She shares her observations with parents and records some information in learning records maintained for each child. Additionally, she offers parents some suggestions about how they can help support and enhance their children's learning. However, the childminder is not effectively obtaining information from parents about their children's starting points and their learning and achievements at home. Furthermore, the childminder is not effectively using the information she gains from her observations to link to planning of future activities. Consequently, the childminder's ability to accurately assess children's progress, and provide experiences that consistently reflect their individual needs, challenge their abilities and support their interests, is reduced.

The childminder provides a sound range of resources and activities which the children can independently access and enjoy. The childminder promotes all areas of learning in this continuous free-flow provision which enables the children to have suitable experiences to support their learning. Children spend time playing in the water tray. More able children use their developing skills as they use small vessels and scoops to fill their bucket before tipping this out and seeing how much water they have collected. Younger children experiment with the water by splashing and pouring water across their hands. The childminder supports their play, through her interaction and questioning about what they are doing. For example, 'where has all the water gone?'. Children excitedly tip the water from their bucket and the childminder responds telling them they have collected a lot of water. Younger children add more equipment into the water tray, such as pans and small cups which further enhances their fun and investigations.

The childminder is working on colour recognition with the children and is including this theme in all areas of children's play. For example, the water in the water tray is orange coloured and the childminder asks the children about the colours of the bricks they are building with. Children's communication, language and literacy skills are supported through their play. The childminder provides them with a range of books which they can independently access and which are age and stage appropriate. For example, younger children look at picture books and copy the childminder as she names the pictures they point to in the book; this develops their early vocabulary. The playroom area of the home is labelled with informative posters, which stimulate children's interest and support their early letter recognition. Children's physical development is supported by the childminder as they have daily opportunities to play in the childminder's garden on a range of wheeled toys, use the swings or practise their skills with balls. Activities in the local community offer further ways to enhance children's physical abilities. For example, they develop their climbing and balancing skills in the park and at soft play centres, where they also learn to socialise with other children.

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

Children develop a strong bond with the childminder because her settling-in process enables them to become familiar with her and her home. She gives children good individual attention, therefore they feel safe and secure in her company and demonstrate a close, trusting and warm affection towards her. She obtains information from parents about the children's care and welfare needs to ensure continuity of care. As a result, children's well-being is supported.

The childminder provides children with a range of suitable resources, which are safe and of good quality. Children make independent choices about their play and they are supported by the childminder as they begin to learn to take turns and share. The childminder has a sound understanding about promoting positive behaviour. She praises and encourages children as they play, boosting their self-esteem and confidence. There is however, scope to further improve the way some children are able to share their feelings with the childminder, other adults and their peers to support them as they begin to manage their own behaviour. Children have regular opportunities to socialise with other children as they attend child-orientated groups. They also accompany older children as they walk to school which helps to familiarise younger children with other settings in preparation for their later moves on to nursery or school.

The childminder keeps her home clean and well maintained using appropriate health and hygiene procedures which help to maintain children's health as they learn about their own personal hygiene needs. The childminder provides healthy fresh fruit snacks throughout the day, along with freshly prepared main meals, at lunchtime and tea time. The children learn about healthy eating through opportunities to see healthy food posters displayed in the playroom. Upcoming developments will further support children's understanding as they start to plant, grow and harvest their own fruit and vegetables in the newly planned vegetable garden. Children's physical development is promoted daily. They go for walks to the local shops and library, walk back and forth to school, and visit the local parks and soft play areas, which also supports their health and well-being. Children begin to learn how to keep themselves safe through clear instruction and activities with the childminder. This includes, practising road safety on walks and fire drills so that children know what to do in an emergency. The childminder's home allows children plenty of space to move around freely and safely.

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

The childminder has a secure understanding of the Statutory framework for the Early Years Foundation Stage. She makes sure that all the children in her care are well looked after and protected. She is aware of the signs and symptoms of abuse and the procedures to follow if she was concerned about any child in her care. The safeguarding procedure is regularly reviewed, shared with the parents and is in line with the requirements of the Local Safeguarding Children Board. The childminder keeps her home safe and secure, so children play in safety. Regular risk assessments are completed for all areas used by

children, including activities in the garden and visits in the local community.

The childminder is in the early stages of developing her childminding service. As a result of this, she is yet to establish an effective culture of self-reflection to fully promote continuous improvement. The childminder has not approached parents for a detailed overview of the service she provides for them and she has not implemented a system to seek the views of the children. Consequently, parents and children are not able to share their ideas and contribute to the future development of the childminder's service. The monitoring of the educational programmes provided by the childminder is in the early stage of developing. The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a sound range of activities and play opportunities so that they remain interested, happy and contented.

Parents receive information about the childminder's service, such as the general routines of the day. They also complete some information at the start of their child's placement to ensure the childminder is clear about individual welfare and care needs. The childminder speaks to parents each day about their child's well-being and the activities they have been involved in and she is currently looking at how this can be further enhanced, for example, through e-mail. The childminder's qualification certificates and her certificate of registration are displayed and she has obtained public liability insurance. By doing so, she keeps parents informed about the service she provides. The childminder does not have any children who currently attend any other settings, but she is aware of the importance of sharing information with other providers, to ensure continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY467129
Local authority	Bradford
Inspection number	938187
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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