

Inspection date	27/10/2014
Previous inspection date	28/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 eager to join in with activities and are inquisitive and motivated. This is because of the childminder and her assistant's friendly and lively approach and their good-quality questions, which extend children's creative and critical thinking skills.
- Children's early understanding of healthy lifestyles is promoted very well, as a result of effectively planned meals and snacks, interesting activities and first-hand experiences.
- Children build secure emotional attachments to the childminder and her assistant because of well-organised settling-in arrangements. Strong channels of communication are established with parents and there is a shared and consistent approach to children's care and learning through very effective partnership working.
- Children are safeguarded because of effective risk assessments and well-considered safety practices.

It is not yet outstanding because

- The childminder does not always consistently consider the effectiveness of the organisation of the learning environment, in order to maximise younger children's play and exploration.
- The childminder does not always fully consider younger children's level of concentration when organising certain activities as part of the daily routine.

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, bedroom and garden.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, documentation, children's records, planning and verification of suitability checks.
- The inspector took account of the information provided in the childminder's self-evaluation document, local authority quality improvement documents and parent questionnaires.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2009 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 six and three years in the Wrose area of Bradford. The childminder works with an assistant. The whole ground floor of the house, a first floor bathroom and bedroom and an enclosed garden are used for childminding. The family has a pet rabbit. There are currently 17 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend the opportunities for younger children to pursue their fascinations and interests, for example, by providing more flexible resources that can be used, moved and combined in different ways, including through a variety of natural media and materials
- review the organisation of the daily routines, in order to give younger children uninterrupted time to play, explore and sustain their active engagement.

Inspection judgements

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

The childminder and her assistant have a secure understanding of the areas of learning and how children learn. Once children have settled, they establish what children know and can do with parents and by using information from any other settings children have previously attended. This enables them to establish children's starting points for learning. Following this, there is ongoing observation and assessment, including the completion of more formal development summaries three times a year. Consequently, children's learning is closely monitored, in order to ensure they make good progress. Furthermore, this ensures that any emerging needs that may require early intervention and support are identified. Children's records of learning show they are working comfortably within the appropriate development expectations. Planning and organising of learning activities is good and ensures a broad and balanced curriculum across the areas of learning. Children's interests are incorporated alongside their next steps for learning, and their experiences are complemented with interesting outings and outdoor play opportunities. For example,

they learn about growth and decay through harvesting food and develop an understanding of the wider world by visiting museums. Children also visit the pet shop as they learn about the care of living things, such as the childminder's rabbit. However, the childminder does not always take precise account of the organisation of resources for younger children. This means she does not always optimise opportunities for them to consistently excel in their learning by being able to make independent selections from a wider range. This includes those which facilitate particular patterns of repeatable behaviours, known as schematic play.

There are very effective arrangements in place for updating parents about their children's progress and encouraging them to support learning at home. Photographs with captions about what children have been learning are displayed and parents are continually informed about children's achievements and next steps for learning. This includes sharing progress reports and records of learning. Furthermore, the childminder enables parents to support learning through home-link resources, such as story sacks and singing bags, and they are encouraged to contribute to topics, highlighted in newsletters. Consequently, children are helped to make the best possible progress, as a result of a shared and consistent approach to their learning. Children have good opportunities to play independently, which means they initiate their own play. Consequently, children are acquiring the skills and capacity to develop and learn effectively and be ready for their next stages in learning, such as nursery and school. For example, they explore, investigate and express and develop their own ideas as they engage in imaginative play in the garden with the mud kitchen and soil, sited in a rubber tyre. Children demonstrate their natural curiosity as learners as they delight in smelling the herbs, such as mint, and enjoy watering the strawberries. Children's early skills in reading, writing and mathematics are fostered well. Alongside the indoor environment being rich in print, children are encouraged to use writing for different purposes, such as in the role-play area. The childminder introduces a story of the week and children are encouraged to bring favourite books from home to share and enjoy. While making fruit kebabs, younger children are encouraged to count how many grapes they have picked from the bunch. Older, more able children are introduced to more complex concepts, such as cutting their apple into quarters.

The childminder and her assistant enhance children's enjoyment and fun through their positive and effective interactions. For example, the childminder supports young children in learning new skills by encouraging them to manoeuvre a wheeled toy, rather than being pushed all the time. As children water the strawberries, she asks questions that encourage them to think, such as 'Why is the strawberry still green?' She gives children ample time to respond and consider different possibilities. Children's imagination is enhanced as they play in the doctor's surgery role-play area. There is a wide array of interesting labelling and signs, associated stories and pictures, such as that of the human body, and authentic x-rays. Children enjoy involving adults in their play as they instruct the childminder's assistant to be their patient; she enthusiastically responds to their request and extends their imaginative play. Even the youngest children use language confidently in a range of ways. For example, they string words together to form simple sentences and introduce a narrative into their role-play with dolls and dressing up costumes. This is because the childminder and her assistant spend time engaging in purposeful dialogue with the children. For example, as the childminder plays alongside children, she suggests they

make sandcastles and animal shapes, such as a turtle with the moulds. She encourages children to recall and talk about past events as she asks if they can remember seeing a turtle when they visited the farm. She extends children's vocabulary and encourages the use of new words, such as scooping, as they engage in filling and pouring.

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

Children are clearly at ease as they move around the childminder's welcoming and child-centred home with ease and confidence. As a result of a well-organised key-person system, children develop close bonds with the childminder and her assistant during the settling-in period. This fosters their emotional well-being. Initial visits are effectively planned and are flexible to meet children's individual needs, to ensure a seamless move to a new environment. As part of this, parents are asked to complete a detailed information booklet that enables the childminder and her assistant to meet children's individual needs. For example, they find out about children's home routines, favourite things and interests, dislikes, special people in their family and particular stages of development. Consequently, children develop a strong sense of security, as a result of a shared and consistent approach to their care. This continues as children move between settings and as they start nursery or school. For example, children are prepared through group activities, such as circle time registration, and by making their own school bag, and they are introduced to packed lunches. Furthermore, the childminder passes on learning and development information to children's new key person or teacher. All age groups are encouraged to develop good levels of independence. Resources are stored at child-height, enabling children to make choices about what they would like to play with, which supports their motivation and sense of belonging. This is fostered further by children having the opportunity to recall and reflect on their learning. For example, they observe their displayed artwork along with annotated photographs and enjoy looking at the 'feelings' and 'outings' photograph booklets they have helped to create. Furthermore, children enjoy chopping up fruit to make fruit kebabs for snack and enjoy helping to prepare their own sandwich at lunchtime. While doing so, they practise their small physical skills as they use cutlery. The childminder's assistant supports young children in learning new self-care skills, such as manipulating simple fastenings to get a new pair of boots on and off.

Daily routines are planned well in the main to support children's active learning and awareness of expectations. For example, children are clearly familiar with the lunchtime routine, readily washing their hands in preparation. Activities, such as singing time, help to prepare older, more able children for their next stages in learning, such as moving to nursery or school. For example, children develop their listening and attention skills. However, all age groups take part in such activities and the childminder does not fully consider younger children's inability to sit and concentrate during these times. This results in younger children losing interest at times. Children behave well, are very sociable and clearly enjoy the company of others. For example, they readily chat around the table while taking part in group activities and play harmoniously, such as in the water and sand. Any minor incidents of unwanted behaviour, such as snatching, are dealt with sensitively and in a way that fosters children's self-esteem and confidence. For example, the childminder gives a simple explanation and offers an alternative toy. The childminder's assistant spontaneously reinforces children's understanding of behavioural expectations in a positive

way as they play in the sand. For example, she says 'That's really lovely sharing. It's good to share isn't it?'

Children are encouraged to make positive choices about what they eat from an early age. This is because meals and snacks are well planned to ensure children have a nutritious, varied and balanced diet. Fresh fruit and vegetables are delivered and children receive a substantial home-made hot meal each day, such as a casserole, fish pie, pasta or rice dish. Children's understanding is reinforced extremely well as they help to harvest fruit and vegetables, prepare snacks and take part in activities, such as fruit and vegetable printing. For example, they make smooth fruit shakes and use herbs, such as chives, to add flavour to the garlic bread. Children learn about other practices that contribute to a healthy lifestyle. For example, they manage self-care tasks, such as washing their hands before eating or preparing fruit. They clearly enjoy playing in the childminder's garden, where they benefit from fresh air and exercise and develop their large and small physical skills. They manoeuvre wheeled toys, practising their large motor skills, and take part in ball games. Children learn about risk taking as they learn to safely use the slide and negotiate space without bumping into each other. In addition, they take part in topics which alert them to other dangers and help them to learn about keeping safe outside of the home.

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

The childminder has a good understanding of her responsibility to ensure that her practice meets the requirements of the Early Years Foundation Stage. The provision is complemented by the assistant's secure knowledge and skills and effective induction. This ensures she is fully aware of her roles and responsibilities, which results in her contributing well to the childminding practice. Adults keep their child protection training updated, which ensures they can safeguard children in their care. They can identify potential signs of abuse or neglect. The childminder has a secure understanding of to whom she should refer concerns. Her assistant is aware of both internal and external reporting procedures, should she need to take any of her own concerns further. Hazards are identified and minimised effectively, in order to promote children's welfare. This is supported by risk assessments being continually reviewed. For example, a safety gate prevents access to stairs, the garden gate is secured and the trampoline is currently out of bounds. This is because it is deemed unsafe due to the net enclosure being torn. The childminder and her assistant implement additional safety practices to help children to stay safe. They use a monitor to supervise young children sleeping on the first floor and secure young children in booster seats as they eat or take part in activities at the table. Furthermore, they ask other adults collecting children for the designated password.

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, she has implemented effective changes. For example, she has reviewed the deployment of adults and the organisation of daily routines and activities. Consequently, she now ensures that all age groups are well supervised when playing inside or in the garden, which promotes their safety and welfare. Furthermore, this ensures that the care of the older children does not impact on the learning and development of children in the

early years age group. This is because all children are well occupied. The childminder's planning and provision of activities is much improved, enhancing the progress children make. This is strengthened by effective partnerships being established with other providers, which ensures a consistent and shared approach to children's care and learning. The success of the improvements made is clearly attributed to the now well developed and successful self-evaluation. For example, the childminder and her assistant jointly review the service and use their evaluations to inform action plans for future development, including further training. Good use is made of local authority quality improvement documents, and the childminder has regular supervisions with her assistant, in order to discuss her quality of teaching. Consequently, there is a strong commitment to children's continued achievements.

The childminder establishes positive relationships with parents. This ensures a shared and consistent approach to children's care and learning. They are well informed about the childminding service when their children enrol and after the settling-in period. For example, a wide array of information is displayed in the lounge and regular newsletters are issued. Friendly exchanges take place as parents drop off and collect their children and a daily diary is offered, in order to enhance two-way communication. Parents' views are valued and encouraged, for instance, through questionnaires. These, alongside verbal comments given on the day of the inspection, reflect very complimentary views about the childminder and her assistant. The childminder works closely with other providers where children attend nursery or school. For example, she complements topics, shares observations and assessments and works closely to support children's next steps for learning. Where she is unable to have face-to-face communication, the childminder encourages the use of a link diary. Consequently, she gains a full picture of all of a child's achievements, in order to complement their learning fully and from balancing children's experiences with those in other settings.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY403077
Local authority	Bradford
Inspection number	850484
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	28/10/2013
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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