

Inspection date	19/05/2014
Previous inspection date	10/11/2008

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

- The childminder has a robust knowledge and understanding of how to observe and assess children's progress and a strong awareness of how young children learn. This means that children make good progress through her effective teaching.
- Close relationships and attachments with the childminder ensure the children are happy and secure. As a result, they are confident with her.
- The childminder has a good knowledge and understanding of safeguarding, and as a result, children are kept safe and secure.
- The childminder develops good partnership working with parents, resulting in the constant exchange of information. This leads to effective inclusion of all children.

It is not yet outstanding because

- There is scope to develop how some of the resources are presented in the home, to further enhance children's learning and enable them to have even greater opportunity to make their own choices.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector looked at evidence of qualifications and the suitability of childminder and the adults in the household. She also looked at children's development records and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Donna Green

Full report

Information about the setting

The childminder was registered in 1974 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult family in West Park, a suburb of Leeds. The dining room is used for childminding, with supervised access to the lounge, kitchen and first floor bathroom. There is an enclosed garden available for outside play. The childminder works with a co-minder. She walks and drives to local schools to take and collect children and attends local toddler groups. There are currently 10 children on roll, of whom six are in the early years age range. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays. The childminder 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:

- enhance children's independence and self-choice, for example, by reviewing how some resources are presented to make sure that they are more easily accessible.

Inspection judgements

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

The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. This helps children to progress well and develop good skills for their future learning, such as moving on to nursery or school. The childminder bases her practice on a secure understanding of how to promote the learning and development of young children. Her high expectations are formed through good knowledge of the children, which is gained through taking time to observe and assess their development. The childminder effectively identifies the next steps in their development and provides experiences accordingly. The childminder completes purposeful, formative observations of children's achievements to carefully monitor their progress. This information is used to best effect in assessing the children's developmental points and what they need to learn next. This is the start of an ongoing process which effectively involves the parents in their child's learning. This includes individual journals with details of their development across the seven areas of learning. Information from children's learning journals is used to complete assessments of children's progress, which are shared with and contributed to by parents. This includes the progress check at age two. The childminder and parents hold regular discussions to support and extend children's learning at home. For instance, the childminder provides details and ideas of themes and activities that can be continued at home. Parents are also encouraged to share information about events from home. Children are supported strongly through

routines and activities which encourage their independence and developing skills in readiness for school. For example, The childminder teaches children to put on their own coat and shoes and to be independent at mealtimes.

All children are able to confidently self-select resources, and the childminder provides rich opportunities for them to explore and experiment freely. However, there is room to develop this further. For example, resources are presented in coloured boxes or buckets without labels or pictures, so children are not able to fully see what is available. During child-led learning, the childminder knows when to engage with the children and when it is more appropriate to observe what is taking place. There is a positive balance of child-initiated play and adult-planned activities. The childminder extends learning through play-based interactions. For example, She uses simple and clear explanations as she gives instructions to support children's understanding, and introduces new words exceptionally well during play to support their language development. Children enjoy reading books with the childminder and they repeat familiar phrases and actions as she reads. Consequently, they are learning how to handle books carefully and that print carries meaning. The childminder uses puppets to support storytelling. This has a positive impact on children's awareness of space, shape and measure as they look at the caterpillar puppet and see how he grows bigger and bigger. The childminder has begun to use Makaton signing to support children with speech and language difficulties. She places a strong emphasis on allowing children to respond in their own time, and therefore, children are active participants in their own learning.

Children develop their physical skills as they play in the outdoor area. They play in large open spaces outdoors on bikes and slides, have access to sand and water play, and plant seeds. The childminder supports children's physical development well, and as a result, they are independent and able to use equipment safely. Children have frequent opportunities to visit playgroup sessions. Overall, they gain the key skills they need for future development.

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

Children relate well to the childminder and develop close emotional attachments. They are confident and feel safe and secure in her care. Children readily seek and receive her reassurance, which supports their well-being and promotes a smooth move from home into the setting. Children settle well with the childminder, who provides plenty of cuddles, praise and encouragement. She uses good distraction techniques if they become upset or tired. The childminder is a good role model, and positive use of consistent strategies and age- and stage-appropriate explanations provides children with a clear understanding of acceptable behaviour. The childminder encourages good manners and helps children to take care of their environment and resources by tidying up together when they have finished playing. Children interact well with the childminder and are developing their social skills as they learn to play more cooperatively with their peers.

Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are strong links with parents, and the childminder has established effective partnerships with other providers, such as the

playgroups and school, in relation to assuring the continuity and consistency of children's care. The childminder is proactive in establishing secure, positive relationships with the children and their families. This is enhanced as the childminder and her co-childminder work closely together to meet individual children's learning and care needs. In addition, this is extended by an effective, individualised key-person system. Each child's personality, likes and dislikes are fully respected and catered for. The use of signing with the children encourages their communication and prevents frustration for the younger children who are developing their language skills. The childminder also ensures that activities are differentiated for the age and stage of each child, so that they are all able to join in and receive a good level of challenge. This means that the childminder is able to effectively meet each child's needs.

Children appear very comfortable in their surroundings and are becoming more aware of safety. They receive gentle reminders with clear explanations. For example, to hold her hand when negotiating steps out to the garden. This practice supports the childminder's risk assessments and ensures children are aware of how to help to keep their environment safe. Children enjoy plenty of fresh air and exercise through regular walks and visits in the local community. They play on equipment at the park and join in sessions at activity centres, local groups or the children's centre. These opportunities help children to understand the importance of leading a healthy lifestyle. Children are encouraged to try healthy options, such as a fruit snack, and meals are served in a manner which supports good health. The childminder discusses any specific requirements with parents to ensure she fully understands any allergies or health needs and is able to care for each child appropriately.

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

The childminder prioritises safeguarding to a good standard. She has completed safeguarding training and has a strong knowledge of her duty to protect children and the procedures to follow in the event of a concern about a child. All household members, and persons involved in caring for the children, are suitably vetted. Thorough risk assessments, daily checks and robust routines ensure children's safety both in the home and on outings. The childminder and her co-childminder are fully aware of their responsibility. Children's well-being is assured as they are supervised effectively. The home is secure and robust safety and security procedures ensure children are well protected. Required and additional policies and records are kept. Hazards to children are kept to a minimum. Furniture and resources are maintained well and are suitable for the children to use. All of this means that children are safe and secure in the childminder's care.

Partnerships with parents are effective. This ensures they are confident to leave children in the childminder's care. She has good communication with parents to ensure continuity of children's care, learning and development. For example, parents comment on their child's next steps in learning. Regular two-way sharing of written and verbal information enhances parents' experience and extends children's learning. The childminder effectively implements the written policies and procedures that are in place. These are shared with

parents, providing them with an insight into the childminder's role and responsibilities. The childminder enhances partnerships with parents as she ensures they are fully informed about their child's care and the role and responsibility of the childminder and her co-childminder. Effective partnerships with external agencies and other providers are well established and contribute to meeting children's needs.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. She is aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and adapts her practice accordingly. The childminder attends relevant and up-to-date training to ensure she meets requirements and to improve her knowledge and skills. Views of parents are sought about different aspects of the provision. For example, the childminder obtained parents' views about her methods of observing children's progress and their child's development. Parents report that they are happy with the childminder, feel that their child is making progress and that they have complete trust in her.

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	319521
Local authority	Leeds
Inspection number	870697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	10/11/2008
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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