

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

- Children's needs are identified and met through effective partnerships between parents and external agencies.
- Teaching is good. The childminder knows children well, enabling all children to make good progress given their starting points. As a result, children are well prepared for the next stage in their learning.
- The childminder promotes a safe and secure environment, as she effectively minimises risks. She has a good understanding of safeguarding procedures, which means children are kept safe in her care.
- Children are developing good communication skills. This is because they are exceptionally well supported by the childminder, who sensitively models spoken and signed language.

It is not yet outstanding because

- There is scope to enhance children's literacy skills by developing a more print rich environment.
- There is scope to enhance the already good monitoring of children's progress, so that activities challenge children and help raise their attainment to the highest level.

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 met with the childminder; looked at evidence of qualifications and the suitability of the childminder and other adults in the household. The inspector 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 1992 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She works on a permanent basis from the home of another registered childminder in West Park, a suburb of Leeds. The co-childminder's adult family also resides on the premises. The dining room is used for childminding with supervised access to the lounge, kitchen and the first floor bathroom. There is an enclosed garden available for outside play. The childminder walks and drives to local schools to take and collect children, and attends local toddler groups with the children. There are currently 10 children on roll, of whom; six children are in the early years age range. All children currently attend on a part time basis. 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:

- build on opportunities for children to develop their literacy skills, for example, by providing an environment rich in print, both inside and outdoors
- consolidate the process to monitor and track the progress of children; so that over time, activities extensively challenge children, to help raise their attainment to the highest level.

Inspection judgements

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

The childminder has a thorough knowledge of the Early Years Foundation Stage, which she uses effectively to support children's learning. She uses observation to see what children can do and assess their development, to plan purposeful and developmentally appropriate activities. As a result, children are motivated and interested, so they make good progress in their learning and development. Tracking accurately monitors the developmental progress children are making. The childminder shares observations and pictures with parents and carers on a daily basis, and this gives them opportunities to look at their child's records. The childminder actively encourages parents and carers to be involved in their child's learning; through daily updates of what children are doing and parental comments on their child's next steps in learning and communication diaries, so they can support their child's learning at home.

The childminder is very effective in her interactions with children. She encourages them to

self-select and places a strong emphasis on following the child's lead during play. They use their imaginations during role-play with the childminder and make her pretend cups of tea. The childminder displays resources and toys appropriately at low level, enabling children to make independent choices. However, they are not labelled with words or pictures to enhance children's knowledge that written word carries meaning, or to help them quickly identify what is available for children to choose from. The childminder supports children to count scoops of sand as they make sandcastles. As a result, children are learning to use number names and number language during their play. She uses simple and clear explanations as she gives instructions to support children's understanding, introducing new words exceptionally well during play, to support their language development. She effectively uses Makaton signing to support children with speech and language difficulties. This helps all children to become confident in their language skills. The childminder is skilful in engaging children to think using the language of learning; such as, 'what do you remember when we.....?' and 'who has....?'. For example, the childminder encourages children to talk about a recent visit to the seaside. As a result, children are encouraged to think critically and make links between current and past learning experiences. The childminder 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 fill buckets with scoops of sand. 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, children are independent and able to use equipment safely. Children have frequent opportunities to visit playgroup sessions, parks and feed horses within the local community. Overall, children gain the key skills they need for future development and learning, including their eventual move to school.

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

Children settle well due to the effective support given. The childminder gathers information from parents and carers, so that she can meet children's needs. She is encouraging and friendly with the children and gives them lots of attention. The children often come to the childminder for a cuddle. This means that the children are emotionally secure, comfortable and feel valued. The childminder gives children regular praise during play, to boost their self-esteem and confidence. She has clear consistent methods for managing unwanted behaviour, supporting parents and carers to consistently manage their child's behaviour at home. As a result, the children behave very well for their age and stage of development.

The childminder offers children a variety of opportunities to begin to feel comfortable about their move to school. She takes children on the school run and has established excellent working partnerships with local schools. The childminder introduces children to teachers, talks to children about going to school and places a strong emphasis on children's independence skills before they go to school. For example, she teaches children to put on their own coats and shoes, and to be independent at mealtimes. As a result, children are emotionally prepared for school and have good independence skills.

The childminder helps the children to learn about keeping safe. She gives them gentle reminders, so that they learn to manage their personal safety. She puts sun cream and hats on the children before outdoor play in the sun, explaining sun safety to children. They participate in active play each day, promoting their health and well-being through the regular exercise and fresh air. The childminder ensures children consistently wash their hands before mealtimes and after toileting. As a result, children are aware of their own personal hygiene needs and are developing good personal hygiene. Healthy drinks and snacks are provided for children; for example, children eat carrots, peppers and cucumber at snack time. Children are independent at snack and mealtimes; the childminder gives children the opportunity to self-serve food, children sit calmly and eat well. As a result, children are developing excellent manners and independence skills.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, implementing them well, to promote children's safety. She has a range of effective policies and procedures in place to ensure children are safe, which she shares with parents. The childminder is knowledgeable and able to give appropriate examples of possible indicators or signs of abuse or neglect, and knows what to do if she has any concerns about a child in her care. The premises are secure and well maintained. The childminder regularly reviews her risk assessments for both premises and outings to promote children's safety.

The childminder has forged and maintained links with childminder playgroups in the area to discuss and share good practice. She also accesses regular supervision and mentoring from the local authority, has completed a level 3 qualification and attends regular childminder workshops, to continually update her knowledge and skills. This has had a positive impact on the quality of support for children's learning and development. The childminder understands the importance of self-evaluation, as she seeks regular feedback from parents and carers, and is committed to make ongoing improvements. The childminder provides a good range of learning opportunities, which interest children and, consequently, they are confident and act independently in their surroundings. However, there is scope to enhance the already good monitoring of children's progress, so that activities challenge children and help raise their attainment to the highest level. She discusses the educational programme with parents and monitors children's learning and development, reflecting on how they develop the characteristics of effective learning, particularly in preparation for the next big steps in their education.

The childminder provides detailed information for parents and carers about the care, learning and development of children, and how the setting is run. They receive useful updates about what their child has been doing during the day and they are encouraged to comment on their child's next steps in learning, to promote learning at home. Parents and carers report that they are happy with the childminder; they feel that their child is making good progress and have complete trust in her. She is aware of the importance of engaging

in partnership with other agencies, ensuring appropriate interventions are sought for children who may need additional support.

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	319824
Local authority	Leeds
Inspection number	877052
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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