

Inspection date

22/05/2014

Previous inspection date

07/10/2009

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 are settled and content with the childminder because she provides a caring and nurturing environment that promotes children's emotional well-being effectively.
- The childminder supports children's language skills and mathematical development well as she constantly talks to them and encourages them to count as they play.
- Children enjoy daily access to the outdoor learning environment, walks and trips to the park. This supports their well-being and good health.
- There are good link with the local schools and the childminder has developed links with the school teachers, including visiting the school on a regularly. As a result, children are prepared well for the move to school and for their future learning.
- The childminder has a very good understanding of her role in keeping children safe and appropriately manages any issues as they arise.

It is not yet outstanding because

- Arrangements are not always fully utilised to liaise with parents about what children are learning at home, so this can be taken into account when planning activities to extend children's good learning even further.
- There is scope to include more print in the environment to further enhance children's rapid developing literacy skills.

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 had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector sampled children's progress records.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures, including safeguarding, accident and medication records.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in Moortown, Leeds. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two pet cats. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 13 children on roll, three of whom are in the early years age group and attend 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 further improve the quality of the early years provision the provider should:

- develop further approaches to help parents to share what they know about their child, to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- enhance the educational experiences for literacy even further, for example, by using print in the environment.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She offers a stimulating and fun learning environment, where children independently access a range of toys and play equipment. The childminder gains valuable information about children at the start of the placement, to ensure she has an accurate understanding of where they are in their development and of what she needs to do to help them to reach the next steps in their learning. The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She continually observes children at play and uses the information to monitor the good progress they make over time. This is clearly recorded in each child's learning journey folder and enables the childminder to successfully prepare children for their next stage in learning, such as nursery and school. The journals include photographs, creative work, observations and assessments. They are linked to the areas of learning and are used to identify the next steps in each child's development.

Children take pleasure in spending time with the childminder as she engages very well with them. She sits at their level and joins in with activities, motivating them and

encouraging their use of language. The childminder listens to what they say, gives them time to think about their responses and offers plenty of praise. This ensures children's personal, social and emotional development is supported well. She uses open-ended questions to develop and extend children's thinking and understanding and builds on their vocabulary by extending their sentences. Young children learn to solve problems as they work out which items match each other during a shopping game or how to fit jigsaw puzzle pieces into place. The childminder encourages children to count as they play with toys, teaching them about number, order and value. This means that children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Children cuddle up to the childminder as she reads to them and sings songs, and they access a range of books. The childminder has a good supply of play materials and equipment stored on shelving in storage boxes in the kitchen area, which children can access independently. However, the storage boxes are not labelled with photographs or the written word, to help children fully benefit from a text-rich environment in order to develop their early literacy skills.

The childminder takes children to several community groups where they join in with sessions, such as music and movement activities and those organised by the library. As well as complementing the activities provided in her home, this gives children the opportunity of being in larger groups in preparation for when they start school. Children learn about the wider world when they visit local farms and parks and constantly discuss the weather and what they might wear on walks to the local school. The childminder discusses children's progress, activities and achievements with parents on a daily basis, verbally and through their child's development diary. She obtains information from parents about children's starting points and about what they like to do, when they first start. This helps her to plan activities which are directly linked to children's interests. However, as yet, parents are not being fully encouraged to share what their children do at home, so the childminder can take this information into account when planning her activities and further extend children's rich learning experiences.

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

Children are settled and content with the childminder because good arrangements are in place to gather information from parents to inform her of children's needs and interests. The childminder's procedures mean that children feel valued and their self-esteem is promoted. For example, they are involved in making decisions about activities and are encouraged to talk about what they would like to do. This supports them in developing the skills and positive attitudes that enable them to learn effectively. Therefore, they are well prepared for the move to pre-school or school.

New children settle well because the childminder ensures that she is aware of their usual routines, interests, dietary needs and any specific parental requests. For example, she makes sure that there is time for young children to sleep comfortably during the day. This supports children in feeling secure and they develop good relationships with the childminder. Children demonstrate that they enjoy the company of the childminder as they include her in their discussions and take toys to share with her. Children are supported well in understanding how to manage their own behaviour. They are offered clear and

consistent explanations about this and are encouraged to share, take turns and be considerate towards others. As a result, children's behaviour is good.

Daily routines support children in developing their self-care skills. For example, they learn to put on their own coats before going outside and use the toilet independently. Children gain a good awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted as they discuss healthy eating and drinks at snack time. Children enjoy a well-balanced diet, which includes a warm lunch and fresh fruit. Good daily practice reinforces children's understanding of good hygiene. For example, children wash their hands before eating and after toileting. Children take small but safe risks when playing as they avoid obstacles and access tables and chairs. They understand the risks when playing in the garden and seek the childminder's support and reassurance. This helps children to have a well-developed understanding of safe practices.

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

The childminder is fully aware of and understands her responsibilities to meet the safeguarding and welfare requirements. She completes written risk assessments and reviews these regularly, ensuring they cover all aspects of the home and any outings she takes with the children. She has a good understanding of the procedures to follow in the event of having any concerns about children's welfare in her care. The childminder displays the relevant safeguarding telephone numbers for parents and ensures they are well informed about her responsibilities to safeguard children. She has a good understanding about her responsibilities to meet the learning and development requirements. The childminder uses her knowledge well to provide activities that keep the children stimulated and interested. The childminder has a sound understanding of children's individual needs and interests, and plans a varied and exciting range of activities to help them progress in all areas of their development.

The childminder recognises her strengths and accurately identifies areas for improvement, such as attending training and developing her observations further. This demonstrates that priorities for improvement are well targeted to benefit the children in her care and support her to monitor and improve the quality of children's learning experience. The views of parents and children are sought and these demonstrate their high levels of satisfaction with the service they receive. Parents comment that, 'It's a very happy, safe and secure environment for our child to be in', 'My child settled quickly and has always been happy to be left' and 'The childminder is great, she offers a really personal service'.

Partnerships with parents are established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions. Parents are able to share information about their children with the childminder. They discuss children's interests and progress when dropping off and collecting their children and they can access the childminder's policies. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has established links with the local school to ensure continuity of care and learning for all children.

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	320076
Local authority	Leeds
Inspection number	877062
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	07/10/2009
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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