

Inspection date	16/07/2014
Previous inspection date	09/06/2009

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 make good progress across the seven areas of learning. This is because the childminder uses information gathered from observations to carefully plan children's next steps in their learning.
- The childminder provides a warm, caring environment for children. As a result, they are able to form secure attachments and develop social skills.
- The childminder has effective relationships with parents and settling-in procedures are robust. Consequently, children are happy and behaviour is positive.
- The childminder has a clear understanding of the safeguarding and welfare requirements. Therefore, children are kept safe and are protected from harm.

It is not yet outstanding because

- Children are not always effectively supported to develop their skills in recognising familiar words and signs because the environment is not consistently rich in print.
- Children are not always well supported to develop their number skills, to fully enhance their mathematical development.

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 spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector had a tour of the premises used by children and observed children's activities.
- The inspector took account of the views of parents by viewing letters from them.
- The inspector looked at documents, including a selection of policies and children's assessment records, and checked evidence of the childminder's suitability.

Inspector

Sian Campbell

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter, in Morley, a suburb of Leeds. The whole of the downstairs of the childminder's house and an upstairs bathroom are used for childminding. There is an enclosed garden offering an area for outdoor play. The family has two dogs. The childminder attends a toddler group and activities at the local library. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently seven children on roll, of whom three are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 6.40am 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:

- develop further children's understanding of familiar words and signs, for example, by providing an environment that is rich in print
- provide children with further opportunities to develop their number skills, for example, by developing the use of number labelling to extend counting and the recognition of numbers in the environment.

Inspection judgements

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

Children make good progress because the childminder takes account of their interests and preferences for learning. On the whole, children develop comfortably within the typical range of development expected for their age. The quality of teaching is good. Children make good progress because the childminder takes great care to learn about the children who attend her setting. She gains information from parents on entry, as well as making regular observations and getting to know children's likes and dislikes. As a consequence, she plans effectively for children's next steps in learning. Her accurate assessment of children's progress, including the progress check for children between the ages of two and three years mean that the childminder is able to quickly identify any emerging gaps in children's learning. These are discussed with parents and other relevant professionals when appropriate, to ensure that children receive the intervention and support they need to catch up. The childminder has a secure understanding of how children learn through play and encourages them to move around the environment independently. Consequently, children are engaged in experiences for extended lengths of time because they choose

where they want to learn.

Consistent communication and close interaction from the childminder during activities support children's language development successfully. The childminder asks questions, maintains good eye contact with the children and uses repetition to aid their understanding during activities. However, children do not always have a range of opportunities to recognise familiar words and signs, in order to build on their early reading skills. The childminder supports children to develop their physical skills by discussing with them how to climb on and off bikes and scooters. Children learn how to negotiate space by controlling wheeled vehicles, avoiding obstacles in the outdoor area. They have opportunities to climb on a small scale on the ladders of a small slide. This helps to enhance children's physical development. They develop their mathematical skills in a variety of ways. For example, they enjoy role play in a play shop, when they learn about size and position to identify the requested items from their shopping list. However, arrangements for children to recognise and use numbers and numerals in their everyday play are less well established.

The childminder incorporates opportunities for children to develop independence and practise skills, such as dressing and undressing, as appropriate. This effectively supports children's development of self-help skills and their readiness for school. The childminder is fully committed to working in partnership with parents to ensure continuity of care and learning is achieved for children. Children settle well with the childminder, as a result, of regular settling-in visits. The information she shares with parents enables her to plan effectively for children's progress and to support parents to guide their children's learning at home. For example, they regularly discuss children's progress together.

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

The childminder forms strong bonds with the children in her care. She is sensitive to the needs of the children and their parents. Parents comment that they feel the childminder creates a warm and friendly atmosphere for children. They value the information they receive about their child's achievements and emotional well-being. Young children go to the childminder for cuddles when feeling tired. They like to sit with the childminder and talk about their home and family. Children feel safe and secure at this setting and their emotional needs are met effectively. Positive behaviour is reinforced and encouraged. This helps children to learn about the boundaries set and to manage their own behaviour well. Children are encouraged to be independent and practise their skills, such as climbing the stairs and going to the toilet by themselves. The childminder talks to the children and reminds them to move carefully around the setting. This means that children learn the importance of their own and develop their awareness of the safety of other children as they move around the house.

Children are clearly comfortable in the childminder's home, they approach her confidently to ask for help. Children talk confidently and enthusiastically with others and visitors throughout their play and learning. They actively discuss what they like to do and outings they have enjoyed. Flexible routines incorporate trips out, to offer different experiences. For example, young children join in with group activities when visiting local amenities with

their peers. This helps them to feel confident in larger groups and contributes towards preparing them for the move on to school. The environment indoors and outdoors is secure for children. They have access to resources that are well kept and stimulating, which means they can explore safely. There is a wide range of activities available, which support all areas of learning and development.

Healthy lifestyles are successfully promoted because the childminder ensures that the children receive regular outdoor activities that promote exercise, such as going to parks and playing in the garden. Health and hygiene practices are well embedded and children are familiar with them. Children know to wash their hands before snacks and lunch. Light snacks, such as an interesting variety of fresh and dried fruits are provided for children. Healthy meals are provided by the childminder and she is mindful of the food groups that some children do not eat due to allergies or intolerance. She cooks and provides a range of healthy, nutritious and interesting meals that are enjoyed by the children. As a consequence, she is able to promote their health and well-being effectively.

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

The childminder has a good understanding of the safeguarding and welfare requirements and she successfully implements them. For example, she knows how to keep children protected and what to do if there are any concerns about a child in her care. She also demonstrates a good knowledge of the importance of ensuring all required persons have appropriate background checks to ensure their suitability to be with children. Detailed risk assessments are in place for the setting and for all outings. These are regularly reviewed and updated to ensure all eventualities are considered.

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder effectively monitors children's learning and reflects upon this weekly. This means any gaps in their development can be identified and narrowed quickly. The childminder has good support links with the local authority and community, which she uses effectively to ensure children's needs are met.

The childminder builds links with other early years provisions. She has a good understanding of the importance of liaising with these provisions to support children's care and learning. She demonstrates a good understanding of the importance of working in partnerships with other agencies to support children's speech and language development. This ensures that the childminder is effectively able to support parents and children in her setting, and also at home. Partnerships with parents are good. The childminder provides them with detailed information about the way her setting is run. She takes feedback from parents on a regular basis and ensures flexible arrangements are in place to support information sharing between home, her setting and any other provision the children attend.

The childminder reflects carefully on her practice in order to identify the strengths and any weaknesses in her provision. She attends further training and readily uses the advice

given by local authority advisers and other professionals in order to improve the overall quality of the provision. This demonstrates her commitment to and good capacity for continuous improvement, for the benefit of children.

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	512013
Local authority	Leeds
Inspection number	971507
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/06/2009
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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