

Inspection date

17/11/2014

Previous inspection date

07/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 uses assessment effectively to support children's next stages in learning.
- Children's and babies' communication skills are rapidly developing. This is because the childminder talks to them consistently throughout daily events.
- Children and babies develop close attachments to the childminder. This is because she is proactive in supporting them during daily activities and routines.
- Children are safe and protected because the childminder has an effective understanding of how to safeguard them.
- The childminder works successfully with the parents and other professionals to support children's progress.

It is not yet outstanding because

- The childminder does not always encourage children to use mathematical language to extend their learning about differences in size.
- Occasionally, during group activities, the childminder does not make the best of opportunities to introduce different media, to extend babies' learning about the world.

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 sampled a range of documents, including the children's records of learning, and some policies and procedures.
- The inspector checked evidence of the suitability of the childminder and other adult household members.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities and interactions between the childminder and children.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and two other children in the Horsforth area of Leeds, West Yorkshire. The whole of the ground floor, one bedroom on the first floor and the garden are used for childminding. The family has fish as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and they attend for a variety of sessions. The childminding provision operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays, term time only. 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 babies' understanding of the world, for example, by making the best possible use of all opportunities during group activities for them to explore diverse textures and materials
- extend the opportunities for children to learn about size, for example, by using mathematical language more frequently during daily routines and activities.

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 children's individual learning needs. As a consequence, differing age groups and abilities of children receive good support to help them make progress across the seven areas of learning. Children and babies are developing comfortably within the typical range of development expected for their age, considering their starting points and time spent at the provision. The quality of teaching is good overall. The childminder ensures that the children take part in a broad range of activities that present appropriate challenges for them. Children's and babies' communication skills are rapidly developing. This is because the childminder talks to them consistently throughout activities and routines. In addition, the childminder is skilful at supporting children's listening skills through her clear guidance and enthusiastic interaction. Babies and children enjoy acting out a favourite story and they are physically active while doing so. This activity successfully supports their early literacy skills. The process teaches them about the content of the story and helps them learn to take an interest and enjoy books. For example, the childminder cheerfully encourages the children

and babies to choose a character from the story. They are animated as they search for their choice of soft toy character from the bag. The childminder seizes the opportunity to effectively engage the children as she reads the story. She points to the pictures and words, and encourages the children to bring in their character at the right time. Children concentrate really well as they excitedly wait for their turn to introduce their character. Even babies are involved in this with good support from the childminder and they also thoroughly enjoy themselves.

The childminder supports children's mathematical skills well overall. For example, she is proactive in encouraging counting skills and she introduces the names of shapes. In addition, children learn sequencing of numbers through songs. However, the childminder does not always make the maximum use of mathematical language, to teach children to compare the difference in sizes. Children and babies learn to express themselves through using resources, such as paint and soft and rough textures, as they explore. However, although support to babies is good overall, opportunities to enable babies to explore different media in group activities are less well developed at times, so they are not always able to fully build on their learning about the world.

The childminder makes effective use of observations and assessments to plan children's next stages in learning. For example, she successfully identifies appropriate areas of learning to extend, such as counting and communication skills. She ensures that the identified area is targeted during daily events and activities. In addition, the childminder builds on what children already know and can do, taking account of their interests. This ensures that they move on successfully to the next stage of their learning. All of this supports children's all-round development and prepares them for school effectively.

Parents are successfully involved in their children's learning through discussion, and through the regular sharing of the children's records of learning. For example, they agree areas to work on to support children's individual learning, such as developing the recognition of colours. The childminder has a good understanding of how to implement the progress check completed for children aged between two and three years. This ensures children receive good support for their physical, communication and language skills and personal, social and emotional development. The childminder encourages the parents to share information about what the children do at home. This helps the childminder plan effectively for the children's future learning.

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

The childminder supports children's developing independence effectively during daily activities and routines. For example, the children choose for themselves the toys that they wish to investigate. The childminder engages the children well by offering further resources as they explore. She is proactive in encouraging their self-care skills, such as hand washing, using the toilet facilities and helping babies feed themselves. The good-quality time and support the children receive from the childminder also results in the children developing positive relationships and close attachments to her. She praises them frequently during the day. For example, she recognises their achievements as they make shapes in the playdough, or as babies reach out and explore toys. As a consequence, the

children and babies smile, confidently explore and their behaviour is good. The resources are in good condition, accessible and suitable for children's differing developmental stages.

Children develop a good understanding of the importance of living a healthy lifestyle. This is because the childminder ensures that they take part in regular physical activity indoors and outdoors. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as a variety of fruits for their snack, and the meals are balanced and nutritious and take account of parents' and children's choices. The childminder talks to the children about the importance of eating healthily. For example, she teaches them the importance of drinking milk to keep their bones strong. This supports their thinking process effectively as well as their good health. Children are cared for in a hygienic home environment, which is risk-assessed effectively. This ensures that the children can safely investigate their surroundings. They learn about risks and how to manage them. For example, the childminder teaches them about road safety and about the importance of staying close together on outings. She acts as a good role model and clearly explains why it is important to keep everyone safe as they go about their daily activities.

Children receive good support to help them make positive relationships and develop strong communication skills. This prepares them successfully for their transitions from the provision to nursery and school. In addition, the childminder has a clear understanding of the importance of talking to children about changes ahead, such as starting school. This supports their emotional well-being effectively. The childminder works closely in partnership with parents. For example, she finds out about the children's individual needs, so she can effectively support them from the very start of their placement with her.

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

The childminder effectively implements the safeguarding and welfare requirements. For example, she has a strong understanding of how to keep children protected and what to do if there are any concerns about a child in her care. This includes ensuring all persons who are required to do so have appropriate background checks completed. This contributes to ensuring that they are suitable to be around children. In addition, the documentation to support children's well-being and safety is readily accessible and procedures are implemented well. For example, the health and safety procedures are clear and are used effectively to support children. All the policies and procedures are shared with the parents in written form and through discussion. This keeps them fully updated with information about the successful operation of the childminding provision.

The childminder implements the learning and development requirements for all children successfully. This is reflected in the good use of assessment processes and strong input the children receive during activities and routines, to support their learning. The childminder has taken strong and positive steps, to monitor her practice to support children since the last inspection. For example, the childminder takes account of parents' views by actively seeking their opinions about the quality of the provision. She uses a purposeful questionnaire to gather the parents' thoughts on how the provision operates to

support their children. The childminder is prepared to make changes when and as appropriate. Parents' written comments indicate that they are happy with how their children are cared for, and the progress they make in their learning while in the childminder's care. The childminder has a good awareness of her strengths and areas for development, and has a very good attitude towards making continuous improvements for the benefit of children. For example, she undertakes additional training to further develop her knowledge and skills. She then uses the knowledge gained to improve her practice in supporting children. The childminder has developed further links with other childminders, to share good practice and ideas to improve learning and development. In addition, the action and recommendation raised at the last inspection have been successfully addressed. For example, the childminder has effectively improved risk assessments to support children's safety. The childminder has also made great strides in developing more effective use of assessments to help children reach the next stages in their learning. The childminder uses innovative methods to take account of children's views, in order to improve the quality of her provision. For example, a simple form is sent home, which is designed to be used by the parents with their child in order to help them express their opinions.

The childminder forms good relationships with the parents. She maintains a regular, two-way flow of information to ensure that the children's care and learning needs are effectively met. The childminder forms strong links with other early years provisions where children also attend, so she can maintain a consistent approach to their care and learning needs. The childminder demonstrates a good understanding of the importance of working in partnerships with other professionals and agencies, at the appropriate time. This ensures that the childminder is effectively prepared to support children in a variety of different situations as they arise.

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	EY216604
Local authority	Leeds
Inspection number	872449
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	07/10/2008
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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