

Inspection date	07/06/2013
Previous inspection date	12/03/2009

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

- The childminder supports the children's communication skills effectively through talking to them consistently during daily activities and routines.
- The childminder understands the children's individual learning needs well. This results in children receiving good support to help them progress towards the early learning goals.
- Children develop positive relationships with the childminder. This is because she spends time supporting them in their activities, and she praises them frequently during the day.
- Children's all-round development is effectively supported. This is because they receive a good balance of indoor and outdoor play.

It is not yet outstanding because

- There are other ways to assist children in recognising print in English and in other home languages, to further extend their early 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 observed play activities indoors and outdoors.
- The inspector spoke to the children present, and to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.

Inspector

Melissa Patel

Full Report

Information about the setting

The childminder was registered in 2004, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and 11, in Pudsey a suburb of Leeds, West Yorkshire. The childminder's husband works as an assistant at times. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has one cat.

The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis. She is available to collect children from the local schools and pre-schools. The childminding provision supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are currently six children on roll, of who five are in the early years age group. One child cared for is over eight years of age. The children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is part of the Leeds Quality Childminding Network.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the opportunities for children to recognise written words. For example, by adding print to the outdoor play area that can be easily referred to, and by using different types of script in books, to include dual language text that matches to languages that children have knowledge of within their family.

Inspection judgements

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

The childminder understands the children's individual learning needs effectively overall. This results in children of all ability and age groups receiving good support to help them progress towards the early learning goals. Children make good progress overall, according to their starting points and time spent at the provision.

All children receive appropriate support in their developing communication skills. This is because the childminder talks to children consistently, listens to them and repeats words to help them understand how to say the words clearly. This includes children who have knowledge of a language that is not English within their family network. The childminder

gathers some simple words in the appropriate language to use as they play. This also supports diversity effectively and the children's differences are valued well.

The children are interested in the activities available. The childminder helps the children select a variety of different pens to use in mark making, and she helps the children select a range of books and she encourages them to join in stories. Younger children use letters in an enjoyable activity indoors, placing them on a small board as they make a pattern. The childminder effectively supports them by sounding out the letter sound. Older and more able children receive help in writing familiar labels that are used within the indoor environment. This supports their literacy skills well overall. However, there is scope to further assist children in recognising written words, in order for the children to make further progress to their literacy skills.

The observations and assessments of children are used efficiently to identify their next steps in learning across the seven areas. This includes keeping a close track of their progress to ensure all learning areas are covered and supports their readiness for school effectively. The childminder builds on what children already know and can do, taking account of their interests. This ensures that they, including those who use languages other than English, and those with special educational needs and/or disabilities, move on to the next stage. The childminder plans an activity outdoors to support children's interests and enjoyment in being creative. They use their imagination as they feel the sparkly water in their hands. The childminder supports the activity skilfully by helping the children name the numbers hidden under the water, as they find them together. This supports their mathematical skills. The activity is also designed to help the children develop their small physical skills as they use a small fishing rod and magnet to pick up the fish. They show good co-ordination skills as they achieve the task, with ongoing support from the childminder. In addition, the childminder asks questions as she talks to them about the colours and she helps them compare the differences. This supports the children's thinking skills well. Indoors, the children show a good understanding about technology as they press buttons, and use the communication pad to record and listen to their voices with good on-going support from the childminder as they investigate.

The childminder gathers clear information from the parents about what children can do before they start at the provision. This helps the childminder plan for the children's future learning. Parents are involved in their children's ongoing learning through discussion, and through the sharing of the children's records of learning, which includes information about the progress check at age two. This ensures that the parents are kept fully informed of how children progress at the provision, and they work closely together to help children progress their skills, such as, being consistent with supporting the children's communication skills.

All children are able to explore freely both indoors and outdoors and the childminder gives good support to help children progress their large physical skills overall, through her planning and interactions. For example, they are able to crawl through tunnels and climb. The childminder uses the opportunities outdoors to help children develop their knowledge about the environment effectively, through digging and planting activities that are suitable for all age groups.

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

The childminder helps children develop strong independence skills during daily activities and routines. For example, the children make choices about the resources that they wish to explore. They receive regular praise for achieving tasks, such as, for successfully picking up the toy fish with the magnetic fishing rod. The childminder manages their behaviour effectively. For example, she is calm and patient with the children, giving them time to carry out their activities. She helps them manage their feelings through talking to them, and by using picture charts with various faces depicting differing moods. This ensures that the children can express themselves and enables the childminder to understand how the children are feeling that day so she can support them well. All of this good quality input from the childminder results in smiling children who respond positively to her, and their behaviour is good. In addition, the praise the children receive supports the children's confidence and self-esteem well. They demonstrate this as they cheerfully carry on with their activities.

The childminder works closely with the parents to help children settle in to the childminding provision. The good support that they receive to help them make positive relationships and independence helps give the children a firm foundation to support their transitions when they move from the provision to nursery and school.

Children develop a good understanding of healthy lifestyles through an appropriate balance of indoor and outdoor play, which includes lots of exercise in the garden or on outings. Children's self-care needs are met well. For example, the childminder works alongside parents to support toileting skills. Children 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 fruit at snack time, and they can access drinking water, and diluted juice. The childminder provides freshly made meals and snacks, that are balanced and nutritious. In addition, the childminder encourages the children to try out new tastes. For example, the childminder helps them grow herbs, which they can sample at any time and use in their food. The resources are of good quality, and they are easily accessible and suitable for the children's differing developmental stages. Children explore a hygienic environment, which is regularly risk-assessed. This ensures that the children can safely investigate the environment. They learn about risks and how to manage them as they play. For example, the childminder ensures that they receive effective challenges as they explore the outdoors, but she supervises them well, and talks to them about what they need to do to keep themselves safe as they explore.

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

The childminder implements the safeguarding and welfare requirements effectively. For example, she has a good knowledge of how to protect children and who to contact if any concerns arise about a child in her care. Safeguarding procedures are detailed and informative, to demonstrate to parents the childminder's role in keeping children protected within the provision. All persons living or working in the childminder's home have undergone the required background checks to confirm their suitability to be with children.

At times, the childminder works with an assistant. She ensures the assistant is up-to-date with relevant information on the necessary requirements to support children. For example, he has a paediatric first aid certificate.

The childminder has a good knowledge of how to implement the learning and development requirements for all ages and ability groups overall. This is demonstrated in how the childminder teaches children, taking account of their varying individual stages of development. The childminder forms strong relationships with the parents working closely with them to support the children's on-going development effectively. Overall, the childminders self-evaluation is good, she considers the views of parents, through discussion and questionnaires. A sample of these questionnaires demonstrates that the childminder works closely with the parents to support children. For example, the comments demonstrate that parents are very happy with food available, how children learn and how they are cared for. The childminder demonstrates a strong commitment to continually update her professional development, and she is aware of her own strengths and areas to develop. For example, the childminder has worked hard since the last inspection to develop her knowledge on how to implement the learning and development requirements to ensure all children receive interesting and motivating activities. She has effectively developed the organisation of resources indoors. This results in the children receiving good individual support to help them make progress with their learning, and improves the learning environment for children. In addition, the childminder attends training, linked to the learning and development requirements to help her improve her practice to support children. The childminder takes account of the children's views by ensuring that they make choices, and she ensures she encourages them to express themselves in daily routines. This supports their all-round development effectively.

The childminder has a good understanding of the importance of liaising with other early years provisions to support children. There are currently no children attending other provisions, such as, the local school and nursery, but she has formed links through previous children cared for. The childminder takes children to events at the local children's centre. She demonstrates a good understanding of the importance of working in partnerships with other agencies if required in the future. She has strong relationships with the local authority, through sharing information when staff from the local authority visit the provision. This enables the childminder to discuss her practice, in order to extend support to 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY291004
Local authority	Leeds
Inspection number	820084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	12/03/2009
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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