

Inspection date	15/12/2014
Previous inspection date	15/06/2009

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 is kind and caring. She has developed strong positive relationships with children through her attentive interactions. As a result, children are happy and settled.
- Children make good progress in their learning because teaching is good. The childminder effectively monitors children's progress and plans purposeful, challenging activities that meet their needs.
- Safeguarding procedures are robust, which ensures that children are protected from harm. The childminder has a secure knowledge of child protection procedures and maintains an environment that is safe.
- Partnerships with parents and other professionals are well established. As a result, information is shared well to promote children's continuity of care and learning.

It is not yet outstanding because

- The childminder does not fully exploit the use of feedback from parents, in order to take the shared learning to an optimal 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 observed activities and spoke to the childminder and children.
- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector looked at evidence of the suitability of the childminder and other adults in the household, children's assessment records and a sample of policies.
- The inspector discussed the childminder's self-evaluation form.
- The inspector considered the views of parents, provided through written feedback.

Inspector

Susie Prince

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, in a house in the Alwoodley area of Leeds. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family have a cat as a pet. 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 12 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates during term time from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- strengthen partnerships with parents by making better use of the feedback they provide, seeking precise information about teaching and learning, as well as care practices, to fully enhance the shared approach to children's overall progress.

Inspection judgements

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

Children make good progress in their learning because the childminder's teaching is good. She effectively uses observation and assessment to identify children's next steps in learning and plan purposeful learning experiences. For example, the childminder uses cars as printing tools during painting activities, to support children's specific interests. As a result, children are fully engaged in the activity, persist for an extended period and explore the paint with enthusiasm. The childminder effectively monitors children's progress through learning journals and tracking systems. She completes the progress checks for children between the ages of two and three years, in order to identify gaps in children's learning. Parents are kept well informed of children's achievements through regular discussion and looking through the development records.

The childminder has created a stimulating learning environment. Children select their own resources from the suitable range available to them. Resources are labelled well with print and visual clues. Therefore, children see print in context and develop early reading skills. Younger children investigate treasure boxes, using all of their senses. The childminder effectively supports this activity, by providing uninterrupted time for them to explore and investigate. As a result, children develop ideas, make connections and solve simple problems. The childminder supports children to develop language well through her skilful interactions. She poses questions to support children's thought processes and introduces

new words to extend their vocabulary. Children eagerly participate in singing sessions, where they learn mathematical skills through number rhymes. For example, the childminder successfully uses glove puppets to illustrate basic subtraction as she counts in reverse. As a result, children are developing the key skills necessary for future learning, including the eventual move to school.

Children are keen learners because the childminder successfully teaches through play. She provides a good range of activities that promotes learning across all areas of learning. Children develop physical competences as they play with pop-up toys that require them to twist and push buttons. They play imaginatively with cars and the childminder effectively uses available props to enhance their learning. For example, the childminder shows children how a kitchen roll tube can be used as a tunnel for the cars. The childminder knows how children learn and makes activities fun and enjoyable. She provides praise and encouragement as children independently investigate and explore. As a result, children are motivated and confident.

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

Children develop strong affectionate bonds with the childminder, who is kind and caring. She bends down to children's level and playfully interacts with them. As a result, children are happy and confident. The childminder has effective procedures in place to help children settling in quickly. For example, parents stay with children, during initial trial sessions, to help them to familiarise themselves with the environment and develop positive relationships with the childminder. Information about children's specific care needs and routines is successfully obtained from parents through All about me forms. Therefore, the childminder knows children individually and continuity of care is promoted well. Strong links have been forged with other settings and accurate information is exchanged. This effectively promotes a shared approach to children's care and learning with other professionals.

Children's health and general well-being is supported effectively. The childminder provides nutritious meals and snacks, which includes a good range of fruit and vegetables. She effectively utilises mealtimes as an opportunity to discuss healthy eating practices with children. Consequently, they learn about how to maintain healthy lifestyles through a well-balanced diet. Children engage in daily outdoor play experiences. They move freely in the childminders garden and explore large climbing apparatus at the local park. Therefore, children benefit from fresh-air and regular exercise, which promotes a sense of well-being. Children learn basic safety rules, such as walking inside, through reminders of house rules. They learn good road safety practices because the childminder ensures that she acts as a good role model by always crosses roads safely.

Children behave well because the childminder promotes good behaviour through positive reinforcement and praise. She has basic rules in place and demonstrates a clear understanding of how to manage behaviour, using age appropriate strategies. Children display high levels of self-esteem, as they make independent choices about their play.

They develop self-help skills as they feed themselves and wash their own hands. Children build friendships with other children and play alongside each other harmoniously. The childminder successfully teaches children how to take turns and share resources fairly, through sensitive guidance. Children enjoy regular visits to the local playgroups, where they gain in confidence by interacting with children in larger groups. Therefore, children are emotionally prepared well for future moves to other settings.

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

Children are safeguarded well because the childminder has a clear understanding of how to protect them from harm. She has a secure knowledge of the possible indicators of abuse and knows how to make a referral. The childminder effectively risk assesses her home, to ensure that potential hazards are identified and minimised. She maintains a safe environment by carrying out daily safety checks. There is a precise fire plan in place, which details all possible evacuation routes. The childminder practises evacuation procedures, with children, during regular fire drills. This ensures that they know what to do in the event of an emergency. The childminder obtains appropriate consent from parents to administer medication and accident records are well maintained and shared with parents.

The childminder is a qualified practitioner who has a secure understanding of how children learn and develop. She provides a good range of learning experiences that support children to make good progress across all areas of learning. Teaching strategies effectively promote children's persistence and engagement in learning. Therefore, children enjoy activities and develop positive attitudes to learning. The childminder demonstrates a strong commitment to developing professionally and improving outcomes for children. This is because she regularly attends training and uses her acquired knowledge to reflect on practice. The childminder uses self-evaluation well to plan pertinent improvements and sustain development of her setting.

Partnerships with parents are good. The childminder has developed effective practices to exchange information with parents. She regularly engages in discussion with parents to promote consistency of care. Feedback forms provide parents with opportunities to evaluate the childminder's practices however, questions direct parents mainly to comment about care practices. They do not focus more precisely on learning, in order to take shared care and learning to an exceptional level and further improve outcomes for children. The childminder has developed successful links with other providers. She exchanges developmental information well and regularly engages in discussion. This effectively promotes consistency of care and learning for those children who attend more than one setting.

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. 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	EY292534
Local authority	Leeds
Inspection number	861438
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	15/06/2009
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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