

Inspection date	10/02/2014
Previous inspection date	09/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 works successfully with the parents to support children's ongoing progress.
- The childminder understands the children's individual learning needs effectively. This results in children receiving good support to help them progress across the seven areas of learning.
- Children develop a positive relationship with the childminder. This is because she gives them good quality time during activities and praises their achievements.
- The childminder has an effective understanding of how to safeguard children. This keeps them safe from harm.

It is not yet outstanding because

- There is scope to improve the organisation of the learning environment, to support children's early reading skills.
- There are other options to consider to make the best possible use of numbers indoors and outdoors, to extend children's mathematical 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 sampled a range of documents, including evaluation documents, the children's records of learning and the policies and procedures.
- The inspector spoke to the children present.
- The inspector spoke to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector observed resources in the main playroom and outside.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13, nine and three years in the Oakwood area of Leeds, West Yorkshire. The ground floor of the home and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 7.45am 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 the opportunities for children to become familiar with written words, for example, by consistently incorporating print to all the learning areas indoors and outdoors
- extend the opportunities indoors and outdoors for children to develop their understanding of numerals, for example, by developing the use of number labelling.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements and how to use this knowledge to support the children's differing abilities. This results in children receiving good support to help them make progress across the seven areas of learning. Children are developing comfortably within the typical range of development expected for their age, according to their starting points, and they have developed consistently since attending the provision. The quality of teaching is good. The childminder plans interesting activities for the children, designed to meet their needs. For example, the children enjoy an activity that involves developing small physical skills and an understanding of simple technology. The children use their thinking skills as they work out how to press and twist the dials of the toys to turn on the sounds. Strong encouragement from the childminder helps them achieve what they set out to do.

The childminder cheerfully and enthusiastically engages the children as they look at books.

She effectively adds challenges to their learning by asking questions to aid their thinking, and she teaches them to differentiate colour and name the variety of objects that they see. The childminder consistently repeats the happenings in the stories, and she encourages the children to join in by encouraging them to communicate freely, answer questions and point at the pictures and words. This supports their early reading skills effectively. There are lots of books easily accessible within the environment to give children a clear message that words have meaning, and there is some text in varied languages depicted. However, there are other ways to help children become more familiar with labelling and words, and therefore further progress their very early literacy skills. For example, by adding low-level labelling, signs and symbols to all areas of learning within the home environment indoors and outside.

Consistent communication and close interaction by the childminder in all of the activities support children's language and communication skills successfully. Effective input from the childminder supports children who use another language at home as well as English. For example, she learns key words in the children's home language to use as they play. Children learn effectively about other communities, for example, the childminder encourages them to join in a variety of activities linked to cultural festivals and plans interesting outings, such as a visit to a temple. The childminder is skilful in supporting children's mathematical skills overall. For example, the children learn about the different types, shapes and sizes of birds on visits to places of interest. The childminder follows up the investigation back at the provision even further, by encouraging them to recall what they have seen and through looking at books and creating pictures. The childminder often instigates counting in song and rhyme and introduces the recognition of numerals through using books. However, there is scope to help children to extend their knowledge of numerals, and therefore further develop their early mathematical skills. For example, by extending the number labels and how they are used within all the areas of learning indoors and outdoors.

The childminder uses what she observes about children effectively, to plan their next steps in learning across the seven areas. For example, she successfully identifies appropriate areas of learning to develop, such as their social and communication skills. The childminder uses assessment to introduce new ideas and ways of investigating the resources that the children like. This results in them developing their all-round skills. Tracking of children's development is regular, precise and built on to aid progression. All of this ensures that the children's readiness for school is effectively supported. The childminder works closely with parents, involving them successfully in the children's learning through discussion, and through the regular sharing of the children's records of learning, which the parents frequently add to. This helps her to plan for the children's future learning. The childminder implements the progress check at age two effectively, working alongside parents to ensure children achieve milestones within the prime areas of learning. In addition, parents and the childminder agree relevant areas to develop, to support children in the provision and at home, such as working together to help the children develop their communication and physical skills and to manage their behaviour and feelings.

Children's developing independence skills are effectively supported. This is because the childminder ensures that the children can freely explore and select toys and activities that link to their interests. During activities and routines, the childminder communicates consistently through talk. She enthusiastically engages their interest through her interactions as they play, such as getting down to their level, listening to them and making eye contact. As a consequence, the children develop positive relationships and attachments with childminder. She often tells the children that they have done well, for example, she recognises their achievements as they name pictures in the book and catch a ball. As a result, children respond by smiling happily and they are motivated to learn. In addition, as the children are treated with respect their behaviour is good. The resources are in good condition, easily accessible and appropriate for a range of differing ability groups.

Children develop a good knowledge of the importance of living a healthy lifestyle. This is because the childminder ensures that they receive regular outdoor and indoor activities that promote exercise. They are learning the importance of eating healthy foods. This is because the childminder is proactive in providing healthy food options, such as fruit, chopped peppers and carrot, at snack time and a varied balance of food groups for mealtimes. The childminder talks to the children about the importance of eating healthy foods and uses a food chart to teach them about the types of food that are healthy. This supports children's thinking and promotes their good health effectively. Children are cared for in a clean home environment which is risk assessed effectively. This ensures that the children can safely investigate the environment indoors and outdoors. They learn about risks and how to manage them. For example, the childminder teaches them of the importance of staying together on outings and not talking to strangers and why this is important to keep themselves safe.

The strong support that the children receive to help them form positive relationships and independence gives them a firm foundation for when the time comes for them to attend nursery and school. In addition, the childminder takes children to community groups, such as play and stay sessions, to help them socialise and become used to different environments. This helps the children learn to adapt to different situations, and therefore supports their ability to cope when they move to another provision. In addition, the childminder talks to parents about the importance of developing social skills on outings to aid their development and transitions successfully. All of this supports children's well-being effectively.

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 keep children protected and who to contact if any concerns arise about any children she cares for. She is fully aware of what type of concerns must be acted on and the relevant professional body to contact if required. Since the last inspection the childminder has ensured significant improvements to support children, for example, the documentation required to support their safety and well-being is

in place and has been reviewed and updated successfully. This ensures that the procedures in place are now clear and effective with regard to how the childminder keeps children safe, and they are a useful source of information to parents.

There were a number of actions raised at the last inspection to ensure that children's learning is effectively supported through the use of robust observations and planning, and to involve parents fully in children's learning progress. All these areas are now effectively met. The childminder has fully reviewed all aspects of her practice in learning and development. The action taken includes working closely with the local authority, researching information and introducing and implementing a clear and effective way of using observations and tracking to support children's good progress. This now means that the childminder has made significant improvements to her provision to support children's learning and development. In addition, the clear planning and input the children receive during activities and routines effectively support their individuality. The childminder forms strong working relationships with parents, working closely with them to support the children's ongoing development. In addition, the childminder has met the recommendations raised at the last inspection by developing written evaluation processes through introducing clear and purposeful questionnaires for parents to use to voice their opinions about the provision. The results sampled demonstrate that parents are very happy with the care that their children receive and subsequently how their children progress at the provision. In addition, other sources of evaluation focus clearly on how to develop and move forward to continually support children's care and learning needs. The childminder listens to children and responds to their needs in daily practice. This helps children have a voice throughout daily events and the childminder has devised a written evaluation for children, which can be used with children and their parents to gather their views. The childminder has maintained all required training, and keeps updating her knowledge through ongoing relevant training. All of this means that she is vigilant in promoting children's all-round development effectively.

The childminder has formed successful links with other early years provisions where children may attend in the future. She has a clear understanding of the importance of liaising in partnerships with other agencies when required to ensure children's all-round development is effectively supported. All of this means that children's learning and well-being are given a strong priority, and therefore ensures that they receive good support to help them progress.

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	EY348634
Local authority	Leeds
Inspection number	916823
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	09/04/2013
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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