

Inspection date	17/06/2014
Previous inspection date	30/09/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children have access to an exciting and stimulating range of resources in the indoor and outdoor environment. These resources are superbly presented in a clean and safe environment, which enables children to make independent choices and initiate their own learning. As a result, children are making excellent progress.
- The childminder's assessments of children's stage of development are precise, highly effective and focused planning is in place to meet children's individual learning, including utilising information from other settings and parents. Teaching is therefore outstanding.
- The childminder's highly positive interactions support children in their personal, social and emotional development and communication and language. As a result, children initiate conversations, ask appropriate questions, get along with each other and behave appropriately.
- Excellent partnerships exist between other providers, the local school and parents. As a result, children's individual needs are quickly identified and exceptionally well met.
- Children are superbly safeguarded as the childminder demonstrates an extensive knowledge of how to protect children from harm and underpins practice with a detailed and clear safeguarding policy.

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 in the outdoor environment and in the playroom.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took into account the views of parents from information included in a parent survey and how this supports the childminder's self-evaluation.
- The inspector sampled children's assessment records on a computer system and discussed with the childminder how this informs planning for children's next steps in their learning and development.
- The inspector checked evidence of the childminder's suitability, qualifications, risk assessments, policies and procedures including the complaints procedure and the safeguarding policy.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged five and 10 years in a house in Halton, Leeds. The whole of the ground floor and the rear garden are used for childminding. The family has a dog 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 five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 5.30pm, 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:

- enhance children's excellent recognition of print in the outdoor environment, for example, by continually displaying pictures with text and labels so children begin to know what plants are growing and the names of insects to further extend children's curiosity and early literacy skills.

Inspection judgements

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

The childminder effectively promotes children's progression because she has an outstanding understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder is actively involved in children's play and she skilfully extends their learning by asking open-ended questions when interacting with them. This encourages children to think for themselves as the childminder supports them in trying different ways to solve problems. This means children are active learners, who approach their play with enthusiasm and motivation. Children's enthusiasm to learn is highly effective as the childminder follows children's interest and flexibly changes planned experiences, as a result, children guide their own play and learning. For example, children empty a box and begin to play imaginatively, creating a story about monsters and enjoy hiding in the box. The childminder skilfully engages the children to extend the story and introduces a narrative about a big bad wolf. Children excitably re-tell the story of the three little pigs to develop their play. This activity encourages children to play imaginatively and develops their speaking and listening skills as their ideas shape the activities of the day. Children have access to a wide variety of activities to further promote their imagination and creativity, such as, painting, exploring textures, media and role play. This ignites their imagination as they draw pictures and design their own monsters and a big bad wolf.

The childminder completes regular high quality observations of children. She uses these

observations to create highly effective and focused planning, and to precisely monitor children's progress. Therefore, she recognises individual stages of development, likes and children's needs. The childminder collates the information on a secure computer system, which is shared with parents and the local nursery, via a password system. Together they all input information about the children's development, observations so progress can be meticulously monitored. Monthly summaries are generated by the childminder and the progress check between the ages of two and three years are precise and shared with parents. The childminder also provides guidance about how parents can support children's learning at home. For example, she provides parents with information as to what activities their children have been doing together, with ideas that they can follow up with their children at home. The childminder also collects photographs and makes learning profiles for the children to have access to. Children talk enthusiastically about the activities and previous learning that they have undertaken. This excellent collaborative approach with children, parents and other providers has a very positive impact on children's progress.

Children are thoroughly prepared for their eventual learning in school because the quality of teaching is outstanding. They are exposed to a rich and varied learning environment that enables them to be highly independent, creative and imaginative both indoors and in the outdoor environment. Children's early communication and language skills are given high priority. The childminder's highly positive interactions support children to initiate conversation, ask appropriate questions and engage with their friends. She listens to young children and repeats words, through activities, such as rhymes and songs. As a result, children say words, laugh and carry out actions with enthusiasm when singing 'the wheels on the bus'. In addition, children are listened to and provided with time for them to talk about their own experiences without being rushed. All children enjoy books and the childminder ensures that the selection on offer is relevant to the age group and children's specific interests. For example, children choose books about the World Cup and discuss football with the childminder. Children enjoy drawing and making marks with water and on a large chalkboard outside. Older children enjoy writing their name, numbers and keeping scores during a game. Younger children happily explore the resources on offer and show fascination when using the water on paving stones to make marks. These activities effectively support children's early literacy skills. However, there is scope to enhance children's already superb recognition of print by displaying pictures with text and labels so children begin to recognise what plants are growing and the names of insects. Mathematical development is skilfully promoted. For example, through rhymes and songs, posters, jigsaws and through daily routines and positive interactions. Children use mathematical language in their play, such as next to, behind, big and small when completing jigsaws and playing with the small world equipment. Children have excellent opportunities to develop their physical skills. For example, they freely access wheeled toys and manoeuvre around obstacles, climb a slide and play ball games, practising control skills and engage in an active game of football. Children learn about the wider world in which they live, through regular trips and daily walks to the local shops and parks. As well as complementing the activities provided in her home, this gives children the opportunity of being in larger group. In addition, through a good selection of resources, role play props, posters, books and activities that explore different cultural events and festivals, children are developing a very positive awareness of similarities and differences in society.

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

Children develop close relationships with the childminder. These relationships are enhanced through the childminder's clear settling-in procedures, which are guided by parents and children's individual needs. The childminder ensures that parents are able to take a very active part in their children's welfare. For example, she gains insightful information from parents about their children's likes and dislikes. She ensures a two-way flow of information via a wealth of techniques. For example, she encourages parents to access the on-line record system to support children's development and holds daily discussions to reinforce her understanding and knowledge of children's changing needs. The childminder completes a daily journal, so that parents are well informed about their children's daily routines, such as sleep times, food eaten and toileting. Parents comment about 'how the computer system for sharing information is fantastic' and 'they really appreciate the daily discussions and detailed information they exchange'. As a result, there is a true and joint approach towards progressing children's learning and ensuring their emotional well-being is truly supported. The childminder gathers important information about the children's medical needs or special dietary requirements to ensure they remain healthy and safe. She has attended a paediatric first aid course and records all accidents and medication given to the children, to keep parents informed of children's well-being. This means that she can effectively deal with any accidents or minor injuries and parents are reassured that their children are consistently well cared for.

The childminder provides a safe, welcoming and stimulating environment. A broad range of resources are available in low-level, clearly labelled storage boxes. As a result, children make independent choices and direct their own learning extremely well. Children's artwork is displayed on the walls and the childminder displays an information board, where parents can also post notes and write down children's interest. This creates a true sense of belonging for children and their families. Children's behaviour is good. The childminder is an excellent role model and provides consistent routines and boundaries. Therefore, children have a good understanding of what is expected of them, such as how it is kind to share and take turns. As a result, they have harmonious and cooperative relationships with their friends. For example, children work cooperatively when completing a jigsaw and talk about the pictures and where the pieces go. Children are offered constant praise for their achievements and this promotes their confidence and self-esteem. For example, children are eager to show the childminder how well they have written their name on a chalkboard. This successfully promotes children's personal, social and emotional development and supports their move between settings and eventual move to school. The childminder uses every opportunity to teach the children about keeping themselves safe. For example, she reminds children not to climb on furniture and talks to them about road safety on outings. The rules for her provision are clearly displayed in simple child-friendly terms and these emphasise the importance of considering others.

Good hygiene procedures, such as regular hand washing are promoted at all times. Older children toilet themselves independently and the childminder offers gentle reminders, such as, to flush the toilet and wash their hands. The childminder has good nappy changing procedures and ensures she maintains the privacy of all children when changing nappies. The childminder provides fresh drinking water for the children in individual drinking cups,

clearly labelled with children's names and photographs. Children have very healthy meals and snacks that they bring from home. The childminder encourages healthy eating through constant discussions about healthy foods and how these foods can make you physically fit, promoting children's overall understanding of keeping healthy. The childminder places particular emphasis on the importance of physical exercise, such as, walks to the park and shops and daily use of the garden area. The children have a thoroughly enjoyable time with the childminder and happily explore an abundance of excellent quality resources and equipment.

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

The childminder has a superb understanding about her responsibilities in meeting the safeguarding and welfare requirements. She has an extensive understanding about the procedures to follow, should she have a concern about a child in her care. Her safeguarding policy is clear, detailed and underpins her practice. Detailed written risk assessments cover all areas of the home and any outings. Appropriate action is taken to minimise any risks, which means children are safe and accidents are kept to a minimum. Daily registers with hours of attendance are kept and parents sign medication, accident and existing injury forms, when required to do so.

The childminder has identified strengths and weaknesses through self-evaluation procedures, which provide opportunities for her to review and evaluate her provision on a regular basis. She involves parents and children in her evaluation and seeks their views through questionnaires and by assessing children's enjoyment and learning in the activities and resources that she provides. As a result, the childminder is always reflecting upon her practice and demonstrates an excellent commitment, drive and ambition to promoting improvement. The childminder shows commitment to further training by attending relevant training events that become available. Children are making rapid progress in their learning because the childminder has an exceptional knowledge of the learning and development requirements. For example, she meticulously monitors the educational programme to ensure it is sharply focused on helping the children to achieve their next steps in learning.

Excellent partnerships exist between other providers, the local school and parents, so ensuring children's needs are exceptionally well met. This means the childminder is able to share detailed information about the children, so all adults are able to contribute to providing support for the children in her care. Highly successful strategies engage all parents in their children's learning, such as daily discussions, diaries, newsletters and the on-line record system. Consequently, children's individual needs are quickly identified and exceptionally well met. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides.

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	EY391454
Local authority	Leeds
Inspection number	977461
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	30/09/2009
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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