

Inspection date	24/04/2014
Previous inspection date	23/09/2010

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 children's language skills and mathematical development well as she constantly talks to them and encourages them to count as they play.
- Children enjoy daily access to the outdoor learning environment, walks and trips to the park. This supports their well-being and good health.
- The childminder has a good understanding of safeguarding procedures. She has attended training to ensure that she can protect children and knows what to do if she has a concern about a child in her care.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met.

It is not yet outstanding because

- Arrangements are not always fully utilised to liaise with parents about what children are learning at home, so this can be taken into account when planning activities to extend children's good learning even further.
- There is scope to include more print in the environment to further enhance children's rapidly developing 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 had a tour of the childminder's home, including kitchen, garden and play areas.
- The inspector sampled children's progress records and a range of documentation, including safeguarding policy and procedures, accident and medication records.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 16 and 11 years in a house in Gildersome, Leeds. The whole of the ground floor and the rear garden are used for childminding. The family has one 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. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am 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:

- develop further approaches to help parents to share what they know about their child, to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- enhance the educational experiences for literacy even further, for example, by using print in the environment.

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 learning and development requirements of the Early Years Foundation Stage and demonstrates good quality teaching skills gained from her recent training. She offers a stimulating and fun learning environment, where children independently access a range of toys and play equipment. The childminder gains valuable information about children at the start of the placement, to ensure she has an accurate understanding of where they are in their development and of what she needs to do to help them to reach the next steps in their learning. The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She continually observes children at play and uses the information to monitor the good progress they make over time. This is clearly recorded in each child's learning journey folder and enables the childminder to successfully prepare children for their next stage in learning, such as nursery and school. The journals include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder has a good understanding of her responsibility in completing the progress check at age two and

shares these with parents.

Children take pleasure in spending time with the childminder as she engages very well with them. She sits at their level and joins in with activities, motivating them and encouraging their use of language. The childminder listens to what they say, gives them time to think about their responses and offers plenty of praise. This ensures children's personal, social and emotional development is supported well. She uses open-ended questions to develop and extend children's thinking and understanding and builds on their vocabulary by extending their sentences. Young children learn to solve problems as they work out which coloured shape goes into the matching hole or how to fit jigsaw puzzle pieces into place. The childminder encourages children to count as they play with material materials, teaching them about number, order and value. This means that children are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Children demonstrate increasing levels of concentration as they sit at the table painting with a selection of brushes, paints and paper. They explore making marks and use their hands to make patterns. Children cuddle up to the childminder as she reads to them and sings songs and they access a range of books. The childminder has a good stock of play materials and equipment stored on shelving in storage boxes in the hall area, which children can access independently. However, the storage boxes are not labelled with photographs or the written word, to help children fully benefit from a text rich environment, to develop their early literacy skills.

The childminder takes children to several community groups where they join in with good quality sessions, such as music and movement activities. As well as complementing the activities provided in her home, this gives children the opportunity of being in larger groups in preparation for when they start school. Children learn about the wider world as they visit local farms, parks and constantly discuss the weather and what they might wear to walk to the local school. The childminder discusses children's progress, activities and achievements with parents on a daily basis, verbally and through their child's development record. She obtains information from parents about children's starting points and about what they like to do, when they first start. This helps her to plan activities, which are directly linked to children's interest. However, as yet, parents are not being fully encouraged to share what their children do at home, so the childminder can take this information into account when planning her activities and further extend children's rich learning experiences.

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

The childminder shows good levels of affection towards children and she knows them well, which enables them to feel settled and secure in her care. She places a high level of importance upon children being settled and happy. The childminder gives high priority to their emotional security, which she acknowledges as vital to enabling children to flourish in their learning and development. Children form close bonds with the childminder as they approach her and make indications as to what resources they wish to use through pointing to them and pulling out storage boxes. They are calm and relaxed within the home and are fully at ease, which means the individual needs are effectively met, promoting their well-being. She has a very caring and gentle manner, which creates a calm and reassuring

atmosphere for young children. The childminder is very keen to establish positive relationships with parents and does so successfully through her open engagement and ongoing daily discussions.

The childminder works closely with parents from the start of the placement with an inclusive range of information, including any specific needs and information about any care needs, allergies and dietary requirements being exchanged. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. Children are becoming independent because the childminder encourages them to do things for themselves, for example, helping to tidy the toys away, washing their hands and attempting to put their own shoes on. When it is time for young children to have their nappy changed or have lunch, the childminder talks to them and discusses what she is doing and how they feel. As a result, children learn to recognise their own individual needs and preferences in daily routines. All areas of the home are well presented, clean and inviting. The home is well organised to stimulate children's learning in all areas of learning. Toys are accessible to children around the room and they develop independence, choosing what they want to play with.

Children eat healthy snacks and meals provided for them by the childminder. She ensures that they have regular fresh air as they play outside in the garden or go for walks to the local park. This helps to support their healthy development and understanding of the importance of exercise. The childminder ensures that children wash their hands before eating and after using the bathroom. She provides disposable paper towels for hand drying to help reduce the risk of the spread of infection for children. The childminder engages with staff at the local school in preparation for children's transfer to these. She prepares children for their transitions through regular visits, discussion and stories to help alleviate any anxieties children may have. In addition, she prepares children by taking them to local groups, so they develop social skills. Children behave well. They are given positive praise and recognition for their efforts and achievements, when they complete their artwork and she tells them, 'That is great, well done'. Children gain a good understanding of their own safety. The fire drill is practised and the procedures and plan showing exit routes are available. Children are reminded about road safety as they go out and about on walks to and from groups and can talk about the need to hold hands and stay away from the road. This helps them to develop a sense of responsibility for their own well-being, as well as helping them to understand how to respond in an emergency.

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

The childminder is fully aware of and understands her responsibilities to meet the safeguarding and welfare requirements. She completes written risk assessments and reviews these regularly, ensuring these cover all aspects of the home and any outings she takes with the children. The childminder has attended several courses since she registered, including child protection and completed a relevant level 3 childcare qualification. She has a good understanding of the procedures to follow in the event of having any concerns about children's welfare in her care. The childminder displays the relevant safeguarding numbers for parents and ensures they are well informed about her

responsibilities to safeguard children. She has a good understanding about her responsibilities to meet the learning and development requirements. The childminder uses her knowledge well, to provide activities, that keep the children stimulated and interested. The childminder has a sound understanding of children's individual needs and interests and plans a varied and exciting range of activities to help them progress in all areas of their development.

The childminder recognises her strengths and accurately identifies areas for improvement, such as attending training to support children with special educational needs and/or disabilities. This demonstrates priorities for improvement are well targeted to benefit the children in her care and support her to monitor and improve the quality of children's learning experience. The views of parents and children are sought and these demonstrate their high levels of satisfaction with the service they receive. Parents' comment that, 'it's a very happy safe and secure environment for our child to be in' and 'my child settled quickly and was happy to be left'.

Partnerships with parents are established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions. Parents are able to share information about their children with the childminder. They discuss children's interests and progress when dropping off and collecting their children and they can access the childminder's policies. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has established links with the local school to ensure continuity of care and learning for all 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	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	EY405795
Local authority	Leeds
Inspection number	875285
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	23/09/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

