

Inspection date	04/02/2014
Previous inspection date	14/02/2013

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 quality of teaching is good. The childminder provides a welcoming, stimulating learning environment and a good range of play experiences that reflect children's individual interests and stages of development.
- The childminder's safeguarding procedures are robust and rigorous and good steps are taken to reduce potential dangers. This means that children are well protected and kept safe.
- Children's development and progress is fully supported through strong partnerships with parents and other professionals.
- The childminder is warm and caring. She develops a genuine bond with children, which helps them to feel confident and safe and develop a strong sense of belonging.

It is not yet outstanding because

- Opportunities for children to further develop their independence, for example, by helping to prepare their own snacks is not consistently implemented.
- There is scope to further enhance the stimulating play area, by extending the use of print to extend children's development of language.

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 completed a joint observation with the childminder.
The inspector looked at a broad range of documentation including evidence of the childminder's qualifications, suitability of household members and assistant, a variety of policies and procedures including children's learning records.
- The inspector observed children playing in the lounge and dining room with a good variety of toys and resources.
- The inspector talked to children, the childminder and her assistant throughout the inspection.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2011 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, 10 and three years in a house in Morley on the outskirts of Leeds, West Yorkshire. The whole of the ground floor 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 and collects children from the local schools and pre-schools. There are currently six children on roll, of whom all are in the early years age group and attend for a variety of sessions. The childminder has a registered assistant. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3. 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:

- enhance the learning environment, making it more rich in print and pictures to further promote and support children's understanding of words and what they mean
- extend opportunities for children to further develop their independence and self-care skills by encouraging them to be involved in the preparation of snacks and meals.

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 Statutory framework for the Early Years Foundation Stage and the quality of teaching is good. Procedures for observation and assessment are effective in identifying where children are in their development and their next steps in learning. The activity planning is clearly linked to these next steps and to children's changing interests. Therefore, activities engage and challenge children and they make good progress in all areas of their learning. The childminder completes ongoing tracking of children's development, to help with their progress in the areas of learning.

The childminder provides a teaching environment within which children have opportunities to explore, learn actively and think critically. This sets the foundations for children's future learning and their move on to school. The rooms are welcoming and inviting, with good

quality equipment and well-chosen resources to promote learning. The childminder gives children time to initiate conversations and respects their thinking time. The childminder continually talks to them asking good questions that initiates conversation with the children and encourages them to think. She links language with activities. For example, at story time, children choose the book about the animals at the farm. She asks them to choose an animal from the puppets linked to the story. Some children freely choose the cow, while others point to the animals in the book, such as the kangaroo. The childminder asks children what they do and children confidently repeat 'jump' and copy the actions and the different words that she introduces from the story which helps to develop their language and communication. However, there is further scope to enhance the learning environment, making it richer in print and pictures in order to promote and support children's understanding of words and what they mean.

The childminder continually gives children opportunities to decide what they would like to do and supports them. They are given the choice of painting or sticking. The older children shout 'paint' together they choose the colours and name them as the childminder squeezes them into the paint pallet. This helps to develop children's early recognition of colours as they very confidently recognise red, blue, white, yellow and green. Children pick the different foam shapes recognising that this is a triangle; square and circle, confidently placing them in the paint and watching their pictures develop. This develops children's expressive art skills and recognition of shapes and colours. Children get good opportunities to develop moving and handling skills, as they play with the small constructive resources and together with the assistant make toy cars. The children are encouraged to count how many they have made and tell her that they have three. This promotes their counting skills. The childminder and her assistant give the children lots of praise as they complete the counting task and the children give their friends 'high fives', which develops their self-esteem and boosts their confidence.

The childminder completes the progress check at age two. These are based around her good knowledge and understanding of how children are developing in the prime areas. She shares these with parents and other professionals involved in caring for the children to ensure good continuity of care and learning.

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

Children are clearly happy and settled as the childminder provides a warm, welcoming and friendly environment. This supports children's emotional well-being and results in children who are confident, motivated and active learners. This is evident as they approach visitors to proudly show their work. Children behave very well in the childminder's care because the childminder and her assistant have a good understanding of the importance of using age-appropriate techniques to reinforce positive behaviour. In addition, the childminder works very closely with parents to ensure consistency. This further helps children to learn right from wrong.

Children's good health is promoted well by the childminder. They have regular opportunities for fresh air and exercise and the childminder implements effective daily routines. For example, regular walks to and from school, trips to the parks where children

run around and climb on apparatus and playing in the rear garden. The childminder asks children why we wash our hands and they confidently reply 'because we are going to eat'. Children follow good hand washing procedures, with posters displayed in the downstairs bathroom as gentle reminder. The older ones use disposable towels and younger children have their hands wiped with wet wipes. These ensure that children learn about a healthy lifestyle and helps to prevent cross infection is prevented. The childminder provides healthy and nutritious meals which take into account children's dietary requirements. Children learn about self-skills as they are encouraged to help to wipe their hands and talk about healthy fruit, such as banana. However, there is scope to build on children's independence at snack time, for example, by encouraging them to help to prepare fruit. Children play in a safe, clean and well-kept home. Resources are plentiful and mostly stored in low-level boxes so that children can make independent choices about their play. Children have good opportunities to learn about keeping safe in the childminder's care. This is through planned activities, such as practising road safety, wearing of hi-visibility jackets when walking to school and regular practising of fire drills.

Children's well-being is enhanced through positive partnerships with parents. The childminder gathers important information from parents at the start, such as children's dietary requirements and daily routines and invites children for settling-in sessions. This helps the childminder to gain a good understanding of their individual needs and helps children to feel secure in her care. The childminder supports children's transitions to other settings well. For example, young children become familiar with other settings through discussions about nursery and as they accompany older children to school each day. In addition, they attend regular playgroups and other play centres where they are able to further develop their confidence and learn to socialise with their peers.

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

The childminder shows that she has a good knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She has a well-written safeguarding policy and related procedures to protect children while they are in her care. The childminder displays a secure understanding of the correct reporting procedure in the event of any concerns about a child's well-being. The childminder notifies Ofsted of any significant events and recently reported one that had occurred. She took immediate action and reviewed all risk assessments and completed an in depth incident form in relation to the incident. The childminder has completed an action plan and a reactive risk assessment, detailing all changes made to the collecting of children from school, behaviour management and crossing the road. The childminder has revisited all her policies and procedures. She has ensured that her assistant has a good awareness of these and any changes made. The childminder keeps a record of all visitors to her home and adults living at the premises are suitably vetted. These procedures are fully implemented to ensure children remain safe and secure in the childminder's care. The childminder has a clear understanding of the learning and development requirements. She effectively plans an interesting and varied range of activities for children; with assessment arrangements in place to enable her to successfully monitor and plan for children's progress, including the completion of the progress check for children age two years. The

childminder is in contact with other local child carers, other professionals and benefits from regular support from a childminding advisor through the local council. This allows for the sharing of information and good practice and keeps the childminder updated with any changes in legislation.

The childminder has a good working relationship with the parents of the children she cares for. She communicates with them on a daily basis and shares information about their children's day. For example, daily diaries, monthly newsletters and through electronic mail. Parents are encouraged to read all of the childminder's well-written policies, to ensure that they have a shared understanding of the way in which she works with young children. The childminder has developed effective links with other settings that the children attend. This means that all parties work together to ensure that children make the best possible progress wherever they spend their time.

The childminder shows a strong commitment to further training by attending any relevant training events that become available. The childminder effectively reflects on her provision and the service that she provides through self-evaluation. As a result of this, she recognises her strengths and any area for further development. She uses her findings both in her self-evaluation and addressing the recommendation raised at her last inspection to clearly drive improvements within the setting. She has addressed the recommendations from her last inspection. The childminder continues to offer a professional and caring childminding service.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY436173
Local authority	Leeds
Inspection number	953111
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	14/02/2013
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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