

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy and secure with the childminder and freely access all areas in the home. They show strong levels of attachment and interact well with her.
- The childminder provides stimulating and fun activities for the children. She has a secure knowledge and understanding of how to promote and complement children's learning and especially their language and communication.
- The childminder supports children to become independent individuals, who learn about how to keep themselves safe, the importance of leading healthy lifestyles and how to behave.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.

It is not yet outstanding because

- Children's listening and attention skills could be further enhanced by providing them with more opportunities to include rhythm and rhyme in stories and songs.

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 the children playing in the conservatory and lounge.
- The inspector looked at the children's learning records, their tracking sheets and planning.
- The inspector looked at the childminder's documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Garforth on the outskirts of Leeds. The whole of the ground floor, upstairs rear bedroom and bathroom 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. She collects children from the local schools and pre-schools.

There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday and weekends, except bank holidays and family holidays. The childminder offers overnight care.

The childminder has a degree and level 3 qualification in childcare. She is a member of the Professional Association for Childcare and Early Years.

The childminder has a dog as a family pet.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the use of rhythm and rhyme when reading and singing to children, in order to further develop their listening skills.

Inspection judgements

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

The childminder is well organised and provides a welcoming and educational environment, which supports children well. She has a good level of awareness of how to recognise children's individual needs and abilities. Children have access to a very good range of toys and activities to ensure that they are stimulated throughout their day. The childminder has a good understanding of the importance of working in partnership with others involved in children's care and learning and to liaise with them closely. She has developed good links with nurseries and local schools that children attend. This promotes continuity of care and education for children and supports them in times of transition.

Children's communication and language are promoted well as the childminder holds conversations with them. She asks open-ended questions, for example, 'what colour card and eggs would you like?' As children prepare to make Easter cards. Children respond well both verbally and through correct sign language, explaining that they would like orange and yellow. This develops children's communication and recognition of different colours. Children develop their independence well at the childminder's home as they put on their own aprons and sit down ready to complete the creative activity. Once children have done the Easter card, they ask to play with the dough. Children self-choose the colour of dough and tools that they want to use. They then use the cutters to make shapes and feed the dough through the machine, watching it come out a different shape. This activity promotes children's manipulative skills. Children have a good selection of books to choose from and also go on trips to the library. This helps to promote communication and literacy. However, there is scope to further enhance children's listening and attention skills. The childminder sometimes misses opportunities to include repetition and rhyme, when singing and telling stories with children. Everyday activities, such as going up the stairs to the bathroom, incorporate children's development of mathematical skills as they count the stairs, with some help for younger children from the childminder. Children learn about technology through a good selection of resources. They are keen to play with the torches and watch the light flash, while older children play with the toy tool bench and turn the wrench to tighten the pretend screws.

The childminder records detailed observations in children's learning journeys, which are supported with lots of photographs. These are all clearly linked to the areas of learning and include the individual child's age banding, their starting points and next steps. The childminder's planning is very flexible, in order to meet all the different needs and stages of development for children and includes both long and short term planning. This ensures that children's progress is well documented. The childminder keeps parents well informed of their children's learning. For example, she sends reports of children's activities at the setting, asking parents to comment on what they learn at home. This helps to monitor children's progress in learning and development. The childminder completes the progress check at age two years and gives good explanations to parents, ensuring that they have a good awareness of how their children are progressing within the prime areas of learning and development.

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

Children settle very well into the provision because the childminder finds out about their individual likes, dislikes, interests and care routines from parents. She follows a settling-in process, which is flexible to meet children's and parents' needs. As a result, children are able to develop secure attachments with the childminder.

The very good provision of healthy and nutritious meals and snacks, planned effectively in the weekly menu, accessible drinks and extensive opportunities for fresh air and exercise fully promotes children's all-round good health and supports their understanding of a healthy lifestyle. For example, children receive daily opportunities to play out in the well-resourced garden, where they play with the footballs and ride on bicycles. They enjoy daily walks to local parks and to toddler groups where they take part in music and

movement activities. Children access their individual towels when drying their hands to minimise the risk of cross-infection.

Children's safety is of priority. For example, children practise fire drills and on the way to school, the childminder talks about looking and listening for cars, prior to crossing the road. The childminder gives clear explanations to children when in the home about how to keep safe. For example, children are encouraged to sit on the chairs and not stand on them in case they fall off. Additionally, they are told about the importance of tidying toys away, before getting any more out, in order to prevent accidents. This develops children's awareness of safety and ensures a very safe environment.

The children's behaviour is good. The childminder sets clear boundaries, encouraging children to share and take turns. Children respond very well to gentle reminders of how to be polite and say 'thank you' and 'please'. For example, when having snacks, children say 'please' and 'thank you' to the childminder and offer snack to their friends. The childminder is a very positive role model for children, consistently praising and encouraging the them, building on their self-esteem in a child-orientated, well-resourced and fun environment.

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

The childminder is enthusiastic, dedicated and fully committed to caring for children. She regularly reflects on her practice and the service that she provides to maintain and improve the quality of care and education for all children. The childminder identifies her own professional development training needs based on a thorough self-evaluation process and is keen to attend further training to strengthen her knowledge and understanding of early years education. She is proactive at seeking guidance and advice from the local authority childminding coordinator and other early years providers to further support the improvement of her practice. The childminder has strong aspirations for the quality of the provision to ensure that all children achieve their full potential. The self-evaluation system includes the views of parents and children and is used to maximum effect. It clearly identifies the strengths and weaknesses of the provision and consistently targets priorities for improvement.

Safeguarding is very effective as the childminder has a thorough knowledge and understanding of safeguarding procedures and knows what to do and who to contact in the event of a concern. Detailed organisational policies and procedures are implemented consistently and successfully maintains children's safety and well-being. All health and safety systems are in place and the childminder has completed training, including first aid and child protection to update and enhance her skills and knowledge.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. For example, they are invited to a parents' evening where they discuss their children's progress. This ensures continuity of learning and development. The childminder is fully aware of the importance of partnerships with external agencies to ensure appropriate interventions are secured and all children receive the support that they

need.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences, which helps them to progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. There is a rigorous system in place to observe, assess and monitor each child's progress, through the completing of individual assessments, tracking sheets and summaries for all children. This ensures that children make good progress towards the early learning goals.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY445372
Local authority	Leeds
Inspection number	888726
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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