

## Inspection date

Previous inspection date

19/02/2013

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

- The childminder uses her considerable experience of how children learn and develop to make accurate assessments of their progress. This enables her to plan their next stage of learning effectively and helps ensure they make good progress in relation to their starting points and individual capabilities.
- The childminder treats all children in her care with great warmth and affection. They feel very safe and secure because of the very close relationship they have with her.
- The childminder constantly seeks to improve her practice to maintain and improve all children's opportunities to achieve to the highest level. She has effective systems in place to monitor and assess their individual learning needs.
- Children thoroughly enjoy exploring and investigating their surrounding environment and the very good range of toys and activities. These are freely available both indoors and outside in the community and comprehensively cover all areas of learning.

### It is not yet outstanding because

- Children do not consistently have rich opportunities to recognise letters and sounds in order to enhance their early reading skills.
- There is scope to further develop self-evaluation by ensuring the views of all those involved with the provision are effectively used in order to enhance continuous improvement.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children taking part in a variety of activities in the lounge, kitchen and outside areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the children's learning records, child record forms, planning and policies.
- The inspector took account of the parents' views in writing.

### Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged 16 months on the outskirts of Leeds in West Yorkshire. The whole of the ground floor, upstairs front bedroom and bathroom and rear garden are used for childminding.

The childminder attends toddler groups 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 four children on roll, of these three are in the early years age group and attend for a variety of sessions. She operates from 7.30am to 6pm, all week except bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

### **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 awareness of print in the environment by providing opportunities for them to recognise letters and sounds. For example, label toys and resources with clear pictures and words to support children's early reading skills
- use the views of parents and children more effectively to inform the plans for improvement so that the drive to improve is strengthened and practice is clearly targeted to help children achieve the highest levels of attainment.

### **Inspection judgements**

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

Children are very happy and content in a welcoming and child-friendly environment that helps them to feel at home and secure. The childminder works closely with parents at registration to precisely establish children's starting points and care routines. All children have good, well documented learning records, which identifies how observations are assessed to highlight next steps in children's learning. Activities observed are supported well with a good range of photographic evidence. The childminder also carries out regular summaries of the children's progress and ensures that parents are fully aware of their children's development stage. Observations are clearly linked to the development bands and used to plan for children's individual learning needs and their abilities. This ensures that all children make progress through an exciting range of activities. For example, the childminder takes children to the local library where they choose books, and borrow story sacks, which contain lots of puppets and props to support the story. This extends their communication and language and supports younger children in this development area. Children have lots of fun and are very enthusiastic towards learning as they participate in activities and experiences, both indoors and out. As a result, children are gaining the necessary skills they need for the next steps in their learning and in preparation for

school.

The childminder offers a stimulating and interesting learning environment. She provides a strong base for children's developing independence and exploration. Resources are easily accessible to all children and they have uninterrupted time to play and explore. However, there is scope to improve opportunities for developing children's early reading skills, such as using pictures and words as labels. This supports their growing understanding that words have meaning and they learn to recognise letters and sounds.

The childminder successfully participates with the children's chosen activities and skilfully builds on their learning through talk and discussions. For example, children sit at the table ready to take part in a painting activity. The childminder is very sensitive in encouraging children who are not as keen to pick up the fresh pineapple to make the prints. She gives lots of clear explanations about where pineapples are grown, their smell and links them to the story of the week. This helps children to develop their understanding of the world as well as their creative skills. The children get very excited as the childminder suggests they play outside. They independently put on their coats and stand by the door waiting for the childminder to put her coat on and open the door for them to the well-resourced garden. Children go back inside and show the childminder the letter of the children's first name, from the large letters on the floor mats and when they are correct receive lots of praise from the childminder, boosting their self-esteem. Children reach for the electronic games and press the buttons and listen to the noise of the animals coming from the toy. They take turns with the electronic drum and recognise the different shapes to press, such as the triangle, as they listen to the sounds it makes. This helps to develop their listening and technology skills. The children get excited as the childminder suggests it is 'story time'. They reach for the book of the week about the lady who carries lots of fruit on her head for different animals. Children are encouraged to take part in the story, using a good range of puppets and props to support the story. This helps to develop children's listening and attention skills and makes them feel part of the story while promoting their self-confidence.

The progress check at age two has been completed for all relevant children and the childminder has a good understanding of this. She encourages parents to be involved in the process and shares information about activities they can do at home to ensure continuity in children's learning.

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

The childminder consistently gives priority to the safety of children and effectively supports children's growing understanding of how to keep themselves safe and healthy. For example, all children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. The childminder also has good procedures in place when out in the community to ensure that all children in her care have a good understanding of staying safe. For example, she talks to children daily about road safety and they are always encouraged to 'stop, look and listen' before they cross the road. In addition, they have books around the home as reminders to them about the importance of staying safe. She regularly reinforces the importance of not

talking to strangers, which further promotes children's awareness of dangers and how to keep themselves safe.

Children learn about healthy lifestyles. They are encouraged to use their own individual cups for drinks along with their own towels. The childminder also ensures that they wash their hands throughout the day, before meals, after playing outside or using the potty. This helps to prevent cross-infection. The childminder displays informative and child-friendly hand washing posters to support good hygiene practices.

Children have excellent opportunities to be active and they have access to the childminder's very well-equipped garden. She ensures that children get daily exercise in a wide variety of ways. For example, while outside in the garden children develop their physical skills as they bounce on the small trampoline, play on the small slide with the ball pool and ride on the variety of bicycles. They also go out regularly to local parks, play areas and children centres, which further enhances and develops their physical and social skills.

The childminder helps prepare all children for the transition between home and the childminding setting because she works closely with parents to ensure children settle well. For example, the childminder has flexible settling-in times and parents complete a very informative 'all about me and my family' information sheet. The childminder develops good relationships with children and provides a warm and welcoming environment where they feel secure. Children display very good behaviour, courtesy and consideration for others because the childminder is an excellent role model. She skilfully motivates children through lots of praise and encouragement for their achievements. Throughout the day the childminder ensures that all children have opportunities to take turns when playing and also helping her to put toys away. She also gives children lots of very clear explanations as to why it is nice to be kind to each other and rewards them with lots of verbal praise. This helps to make children feel valued.

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

The childminding day is organised successfully as the childminder implements very effective policies and procedures to help protect children's welfare and keep them safe. She regularly updates her safeguarding training and demonstrates an excellent understanding of her role in protecting children should she have any concerns about a child in her care. For example, she uses an informative flow chart containing contact numbers of whom to call should she have any concerns about a child in her care. Children are supervised at all times and are never left unattended with persons who are not vetted. All visitors are requested to complete a signing-in book.

The childminder has a good understanding of the educational programmes. Strong systems are in place to monitor children's learning and development, which fully supports children to make very good progress towards the early learning goals. For example, summaries and 'weekly focus plans' clearly show how the childminder uses observations to plan an extremely fun and challenging learning experience for children. She evaluates all

activities and listens to children's comments and records how they are meeting their learning needs. This ensures activities and resources continue to challenge children's progress across all areas of learning.

The childminder demonstrates a strong commitment to improving her service and to ensuring that she meets each child's unique needs. However, self-evaluation does not always effectively use the views of parents and children so that they can contribute their ideas and opinions to decisions about improvements. She has completed a first aid course, pre-registration course and hygiene course and holds a level 3 qualification in childcare.

The childminder has very positive relationships with parents, which have been built on through a variety of ways. For example, ensuring children have a settling-in period and providing regular informative newsletters about planning and the new revised areas of learning. This ensures that both parents and the childminder are working together and know the child well. Parents are aware of their child's learning records and comment in them about how pleased they are with their progress and what activities they take part in when at home. This helps the childminder to build on children's progress in their learning and play and provide continuity in learning between the setting and home. Parents express very positive comments about the service provided by saying 'how very happy they are with the childminder' 'how quickly the child settled and the very good range of activities on offer'. Parents also receive a daily sheet telling them what their child has done throughout their day. All of this information ensures parents are fully aware of their children's day and keeps them well informed of their development in welfare and learning areas.

The childminder has good procedures in place for children when they are ready to move onto school and also for those already attending other childcare settings, such as nurseries. She shares planning, the children's learning records, and will ensure that she has good relationships with the teachers to ensure continuity of the child's progress.

### The Childcare Register

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

### 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. 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

|                                   |             |
|-----------------------------------|-------------|
| <b>Unique reference number</b>    | EY448499    |
| <b>Local authority</b>            | Leeds       |
| <b>Inspection number</b>          | 880270      |
| <b>Type of provision</b>          | Childminder |
| <b>Registration category</b>      | Childminder |
| <b>Age range of children</b>      | 0 - 17      |
| <b>Total number of places</b>     | 4           |
| <b>Number of children on roll</b> | 5           |
| <b>Name of provider</b>           |             |

**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 that are usually their 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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