

Inspection date

Previous inspection date

05/06/2014

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 make good progress in all areas of learning because the childminder has a good understanding of their individual needs and next steps.
- Children settle well with the caring childminder. She offers reassurance to the children when required, which helps them to develop close and caring relationships with her.
- The childminder is proactive and shows a strong commitment to continuing her professional development through targeted areas for improvement, ongoing training and self-evaluation.
- The childminder meets the safeguarding requirements effectively. She has clear policies and procedures in place to help make sure that children are protected from harm.

It is not yet outstanding because

- There is room to strengthen the partnerships with parents further so that they have greater opportunities to share more information about their children's learning and development at home.
- There is room to further enhance relationships with other settings, such as school, to aid children's transition even more, when the time comes.
- Natural and open-ended resources, such as wood, feathers, shells and fabric, are not routinely accessible to encourage children to play and explore in different ways.

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 the kitchen, garden and play areas.
- The inspector observed the childminder caring for and playing with the children.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and suitability of all adults living at the premises.
- The inspector sampled children's progress records, the childminder's self-evaluation documents, the registers of attendance and a range of other documentation, including safeguarding, accident and medication records.

Inspector

Amanda Forrest

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 husband and two children aged one and four years in Calverley, Leeds. The whole ground floor of the house and the rear garden are used for childminding. The family has three fish as pets. 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 three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday, 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:

- maximise opportunities to gather information from parents on their child's learning and development, and use this shared knowledge to plan together and to think through ideas of how to move the child forward
- enhance the relationships with local schools and strengthen support for children as they move on to the next stage of learning, in order to further promote continuity in their care and learning
- extend the range and variety of natural and open-ended resources, such as wood, shells, feathers and fabrics, to encourage children to play and explore in different ways.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and she understands how children learn. She provides them with a range of stimulating, planned and freely chosen play experiences across the seven areas of learning. This means children are making good progress in relation to their starting points. Children are motivated to learn and thoroughly enjoy their time with the childminder. She completes individual learning files for each child and these include photographs, observations and assessments of their development. The childminder uses observations of children to inform her planning. As a result, she plans activities, experiences and challenges based on children's individual interests. However, there is scope to extend opportunities for parents to contribute information about their child's achievements at home and to incorporate this

information into planning activities, to support their ongoing development. The childminder has a good understanding of her responsibility to complete the progress check for children aged between two and three years, and shares these checks with their parents.

The environment created by the childminder is appealing and provides experiences across all seven areas of learning. The childminder helps children to develop the skills to learn effectively. She plans activities well, intervening appropriately and confidently enabling children to take the lead, thus encouraging them to extend their creativity and thinking. For example, children have time to explore and experiment with the dough, discussing the changes that take place. The childminder then demonstrates how to make prints in the dough, and the children thoroughly enjoy trying this. Resources are stored in plastic containers so it is easy for children to see what items are available, which maximises the opportunity for them to make independent choices. As a result, children become active learners and are well prepared for the next steps in their learning. However, there is room to enrich the use of natural and everyday objects in the indoor environment to enhance children's learning and encourage their sense of exploration and open-ended play experiences.

Children are absorbed in play of their choosing and, through supportive interactions, become explorers and thinkers. For example, children choose to play with bubbles, spending time using and sharing the wands to blow their own bubbles, and exploring new ways to keep the bubbles in the air. The childminder supports the children with praise and support as they play, such as saying, 'Well done', 'What a great idea' and 'Fantastic work'. The acquisition of communication and language skills is extremely well supported as the childminder models language effectively. For example, she talks with children about recent events and about the ideas they have as they play, gently encouraging them to take turns to speak and to listen to each other's contributions. Children build with blocks and the childminder encourages them to count and discuss the colours of each block. Children confidently count past 10 and recognise the primary colours. As a result, children's mathematical development is supported through fun and hands-on experiences. The childminder gives children time to play uninterrupted, which means they have good opportunities to direct their own learning. She knows when to join in to extend their ideas and help them solve problems, so they learn to think critically. For instance, when a child tries to build a train track, the childminder gives him time to work out the problem for himself. When the child is not able to do so, the childminder sensitively explains that pushing the pieces together will help them to join. The child takes this information on board and works with the childminder to complete the track. The child's success is fully acknowledged by the childminder. This means children continually develop new knowledge and learn to adapt their play, so they do not become unduly frustrated.

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

The childminder forms close and caring relationships with the children in her care. This enables them to settle particularly well, and consequently, the children are content and display good levels of confidence. The childminder takes time to find out about the children's interests and routines. For example, during settling-in sessions she discusses

with parents children's dietary needs, allergies and routines to ensure that care is consistent. Daily discussions with parents about children help to establish strong attachments with both children and parents. As a result, children quickly feel at ease and are confident with the childminder. For example, they seek reassurance when they feel unsure of new situations, and the childminder recognises their unease by comforting them. Children enjoy talking with the childminder and they share play experiences with her, such as a reading a book or during role play in a small kitchen area. Children display independence as they explore the accessible resources with confidence and understand daily routines, with the support of the childminder, who is close by. Therefore, children are emotionally prepared for the eventual move to pre-school or school.

The childminder uses effective, age-appropriate strategies to manage children's behaviour. She offers clear and consistent explanations about behaviour and children are encouraged to share and take turns. Lots of praise and encouragement are used to help build children's self-esteem. As a result, children behave well, understand behaviour boundaries and learn to respect each other. Children enjoy a well-balanced diet which includes lots of fresh fruit and vegetables. Children are supported to become more independent at snack and meal times, such as feeding themselves and eating peeled bananas and apples. They learn about foods which are good for them through discussions with the childminder and through colourful posters and appropriate activities. Regular routines reinforce children's understanding of good hygiene. For example, children wash their hands after playing outside. The childminder emphasises how she encourages children to use good manners and how to eat in a socially appropriate way, through setting a good example. She has attended a first-aid course and records all accidents and medication given to the children.

Children learn about their personal safety through the childminder's reminders and her daily routines. For example, they are reminded not to throw toys as play as they may hurt their friends, and not to run inside as they may slip and hurt themselves. Children are encouraged to take well-managed risks. The childminder talks to the children constantly to help them to understand the risks, and they seek her support and reassurance. For example, they ask her to hold her hand when using the slide. Children are provided with good opportunities to experience fresh air and exercise on a daily basis as they have access to the childminder's enclosed garden. Here they have opportunities to run and explore a safe grassy area, play with a wide selection of wheeled toys, climb, slide and balance on a climbing frame and engage in role play activities in a small playhouse. The childminder lives close to a park and local amenities that are well used to enhance children's experiences and provide further opportunities to develop their physical skills. The children splash in puddles and hunt for snails, and can re-tell their adventures in great detail. Children are reminded about road safety on their walks and they discuss holding hands and walking next to the pushchair. This helps them to develop a sense of responsibility for their own well-being, as well as helping them to understand how to act safely when near the roads.

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

Children are effectively protected from harm as the childminder demonstrates a good understanding of her responsibilities with regard to safeguarding. She has completed training and demonstrates a good understanding of child protection. She has clear policies and procedures in place, which she shares with parents. The childminder has a good knowledge of the procedures to follow should she have a concern about a child in her care, and has a very clear and detailed safeguarding policy to underpin her practice. Children are effectively safeguarded as the childminder accurately assesses any potential hazards, putting in place effective measures to reduce these. All adults who live on the premises have been suitably checked through the Disclosure and Barring Service, and parents are kept fully informed of all adults living in the home. The childminder is very dedicated in her role and committed to maintaining the highest quality care and education for the children she cares for.

The childminder makes good use of the Ofsted self-evaluation form to monitor and evaluate her practice. It includes an analysis of current practice and clear aims, such as attending further training and developing areas of her provision. As a result, the childminder is proactive and shows a strong commitment to improving the service she offers. She receives advice from the local authority as required and regularly meets with other childminders to share ideas and develop her own knowledge further. The views of parents are sought on a daily basis and through questionnaires. These demonstrate their appreciation of the childminder's dedication and with the service they receive. Parents comment that, and 'We were looking for a really personal service, and that is what we have found with this childminder'. The childminder has a good understanding and awareness of how young children learn and the Early Years Foundation Stage. She provides a stimulating, colourful environment with a broad range of activities that keep the children motivated and interested to learn. She plans activities around children's interests and individual needs, such as their need to rest or sleep during the day. She routinely observes children and is aware of their current stages of development. Although she has only been minding for a few months, the childminder has developed effective systems to track children's progress and monitor their development to ensure any gaps are quickly identified and support is put in place. This means children are supported well in reaching their full potential.

The childminder knows when to contact outside agencies to support children's development, if she feels children need additional support. She has developed very good relationships with all parents and communicates with them on a daily basis about the children's day. She also has regular meetings with the parents to share information about their child's learning and development. In addition, the childminder uses daily diaries to share information with parents, such as to keep a log of children's sleep patterns and the foods eaten. Links have been made with the local school and nursery to prepare for transitions for some of the children being minded. However, there is scope to enhance these partnerships further to ensure that children have an even more enjoyable experience when they start school or nursery, and that children's progress and development are fully shared with the school.

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	EY450466
Local authority	Leeds
Inspection number	906119
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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