

Inspection date

Previous inspection date

19/06/2013

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 provided with a good range of activities, both in the home and local community, which capture their imagination. Consequently, they are very eager to learn and they make good progress in their development.
- Children have good opportunities to play outside throughout the day, which means they benefit from lots of fresh air and physical exercise. This plays a significant part in keeping them healthy.
- Children develop close relationships with the childminder. As a result, they are happy and confident in her care and feel emotionally secure.
- Children are cared for in a safe and secure environment. This means they are kept free from harm and can move about freely.

It is not yet outstanding because

- Children do not have ready access to a wide range of resources that support their imaginative play outdoors.
- Children do not have sufficiently rich opportunities to use materials to make marks and develop their writing skills during outdoor play.

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 premises and observed children playing in the outdoor area.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers from evaluation forms they had completed.

Inspector

Diane Turner

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She lives with her brother and child aged three years in the East Ardsley area of Wakefield in West Yorkshire. The whole of the ground floor of the house, the first floor bathroom and the rear garden are used for childminding purposes.

The childminder attends various toddler groups and activities organised by the local children's centre. She visits the shops and park on a regular basis and is able to collect children from the local school and nursery. There are currently two children on roll, both of whom are in the early years age group and attend on a full-time basis. The childminder operates Monday to Friday all year round from 7.30am to 5.30pm, except for Bank Holidays and family holidays. She is a member of 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:

- increase the opportunities for children to use materials and props that support their early writing skills and their imaginative play, particularly in the outdoor environment.
- enhance the opportunities for children to make marks and use writing in the outdoor environment, such as using writing for a purpose during role play.

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 how young children learn and develop. The activities she provides are well planned, tailored to children's interests, and enable them to learn in different ways. This means they make good progress towards the early learning goals and are well prepared to move on to school when the time comes. For instance, the childminder knows one child is particularly interested in fire engines so she arranges opportunities for the child to view one at a nearby attraction. She also provides jigsaw puzzles relating to the theme, which helps the child to develop his understanding of problem solving and supports his mathematical development. The childminder enables children to initiate their own play and to learn for themselves. For instance, a young child

plays contentedly with plastic ducks and sea creatures in a small paddling pool containing water. The child pushes these around in the water, which shows children are allowed to learn in their own way about how things float.

The childminder provides planned activities that are targeted at helping children to develop particular skills. For instance, as she teaches children how to make play dough she encourages each one to fill a cup with flour using a spoon, to develop control of their small muscles. She supports children to learn about capacity by explaining they need to fill the cup to the top with flour, which successfully supports their mathematical development. The children become fully immersed in the activity because the childminder is enthusiastic in her approach, which inspires them to sustain their interest. For example, as children add water to the dough mixture, she asks, 'Shall we put our hands in and see how it feels?' The children then delight in feeling the texture of the mixture and giggle as it sticks to their fingers. They then help to share the finished product fairly by helping the childminder to divide this into three balls so they can have one each. They confidently decide what colour they want to add to their ball of dough. For instance, older children are encouraged to mix red and blue together to make purple. Finally, children use the dough to cut out various shapes and to put it into a machine. As the dough comes out of the machine, they delight in explaining how they have made 'ice cream', which shows they are very confident in their creative skills.

The childminder provides good opportunities for children to develop confidence in speaking and listening. For instance, as they make dough she asks them open-ended questions to make them think about their experiences, the childminder is skilful in allowing children time to consider and formulate their ideas, so that when they respond they confidently give lots of information about the colour and texture of the mixture and relate this to other experiences. They clearly express how the mixture is now 'soft' to touch. , The childminder provides children with a good range of toys and resources that they are able to choose from freely. An area indoors is attractively set out to represent a teddy bears' picnic, to promote children's imaginative play and creative thinking. However, these rich opportunities for children to use their imagination are not fully extended to the outdoor area. In addition, resources and props, including materials to make marks, are not readily available to support and extend their play as they use the playhouse. The childminder makes careful observations of children's learning and uses these to successfully monitor and assess their progress. She compiles a clear record for each child, which includes the statutory progress check at age two. She makes good use of the guidance document, Development matters in the Early Years Foundation Stage, to track children's progress against the expected development bands for their age. From this and information from parents about children's learning at home, she is able to plan precisely for the next steps in children's learning. The childminder also provides parents with ideas to support children's learning at home, such as enabling them to borrow books children enjoy in her setting.

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

The childminder gives high priority to making children's transition into her care a pleasant experience. For example, parents are asked to complete a comprehensive 'all about me'

form for their child. This includes questions about their child's routines, likes, dislikes and prior learning. This means the childminder is fully informed of children's individual needs and can provide care that reflects their home life. This enables children to develop close and trusting bonds with her, and gives them emotional security and stability. The childminder gives high priority to helping children learn about keeping themselves safe. For example, she provides plastic scissors for them to use with dough so they can practise their cutting skills safely. She teaches children about road safety when out in the community. The impact of this is very evident as one child confidently describes how he holds the childminder's hand and looks for cars and buses before crossing the road.

Children have good opportunities to take part in interesting learning experiences in the local community. For example, they regularly attend activities at various stay and play groups. They visit a children's farm to observe animals, a museum that enables them to interact with the exhibits, and an attraction where they can observe butterflies. These activities are clearly enjoyed by the children. For example, one child excitedly relates how he walks through a 'magical' forest' and over a bridge on his way to a certain playgroup. The childminder enables children to travel by bus to reach some of the venues and encourages them to ask for and pay for the ticket. This further enriches their experience and effectively enables them to develop confidence in interacting with other adults outside their normal childcare setting. In turn, this further prepares them for the transition to school.

Children learn to behave well because they know what is expected of them within the setting. For example, they know to sit at the table to eat their meals, which means they develop good manners and social skills. The childminder uses meaningful praise to acknowledge children's efforts and achievements. For example, she tells them they are 'Doing a good job' as they help to make play dough. This raises children's self-esteem and gives them confidence in their abilities. The childminder regularly asks children what they like about the setting and if there is anything they do not like, which shows she values their opinions. As a result, children are confident in expressing their views. For example, one child tells the inspector he likes building bridges with the childminder's bricks and going to a soft play provision.

The childminder gives good attention to promoting children's good health. They have free-flow access to the garden, which means they benefit fully from lots of fresh air. They play ball games on the nearby grassed area and regularly visit the park to use large play equipment, which means they develop their skills in catching, throwing and climbing. The childminder actively encourages children to learn about the benefits of healthy eating. For instance, they help to make their own pizza and kebabs using salad items. They grow vegetables in the garden, such as spring onions and broccoli, which provides them with valuable opportunities to learn about food sourcing.

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

The childminder manages her service efficiently. She has clear policies and procedures in place to show how this operates, and she keeps all necessary documentation up to date

and stored securely. This ensures confidentiality is maintained. The childminder ensures children are cared for in a safe and secure environment and she fully understands her responsibilities in terms of safeguarding issues. The identification of any visitors is thoroughly checked and they are asked to sign the visitor log, which means there is no unauthorised entry to the premises. This further protects children and keeps them safe.

The childminder pays good attention to monitoring and evaluating the quality of her service. She uses a self-evaluation document to effectively reflect on her strengths and areas for improvement. From this she compiles a clear development plan to show how she intends to move her service forward. She seeks advice from the development workers at the local authority as necessary. As a result of this, she has significantly improved the quality of her observations of children's learning, to clearly show what they have achieved. This, alongside a 'tracker' sheet, enables the childminder to effectively monitor the educational programmes and ensure there are no gaps in children's learning, all of which means the childminder's capacity for continuous improvement is good. This, in turn, significantly improves the outcomes for children's care and learning.

The childminder establishes and maintains good relationships and communication with all parents. They receive copies of all her policies and procedures so they are fully informed of how her service operates. Information is shared very effectively on an ongoing basis through discussion and detailed and well-presented individual daily diaries. Parents are asked to complete evaluations of the service so the childminder can gauge their satisfaction of this. Comments from the latest ones are very positive. For example, they state they are extremely pleased with the service and rate this as '10 out of 10'. The childminder works well in partnership with the local school nursery that children also attend, which means the sharing of information is very effective. For example, the childminder is kept fully informed of topics being followed at the nursery so she can complement and extend children's learning in her setting. This means a cohesive approach to supporting children's development is promoted across the two settings.

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	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	EY456624
Local authority	Leeds
Inspection number	900979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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