

Inspection date

Previous inspection date

17/10/2012

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 is skilled in helping children form secure emotional attachments. This provides a strong base for their developing independence and exploration.
- Children are confident in social situations and are developing a good understanding of how to manage risks and challenges relative to their age.
- The childminder provides rich, varied and imaginative experiences for children and uses highly effective teaching techniques. She understands how to encourage children to become involved in their learning, keep trying and enjoy their achievements.
- The childminder uses skilful questioning to encourage even very young children to think for themselves, experiment and link what they see with prior learning.
- The childminder has high expectations of all children and provides experiences based on accurate knowledge and understanding of children's skills and knowledge. She conducts regular assessments that she uses to plan suitably challenging activities in all areas of learning.

It is not yet outstanding because

- There is insufficient evidence that children are making rapid improvement from their starting points.
- Strategies to engage all parents in their children's learning in the setting and at home are not fully developed.

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 the childminder and children at a local stay and play session.
- The inspector had a tour of the premises.
- The inspector observed children playing independently and with the childminder.
- The inspector looked at children's files and records, a selection of policies and other documents.

Inspector

Caroline Midgley

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and one child aged four years in Horsforth, Leeds. Most of the property is used for childminding, with the exception of two of the bedrooms. The back garden is available for outside play. The childminder is able to collect children from local schools and pre-schools. The family have a cat as a pet.

There are currently five children on roll, four of whom are in the early years age range. The childminder is also able to offer out of school care and overnight care. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- continue to develop the already strong links with parents to optimise children's learning
- put in place systems to demonstrate children's rapid progress from their starting points in all areas of learning.

Inspection judgements

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

The childminder is enthusiastic, friendly and very knowledgeable about how to help children learn. For example, she demonstrates inspirational teaching during a planned water play activity. She encourages the children to think about what clothing they need to keep their own clothes dry and supports them whilst they independently put on the difficult waterproof clothing. She provides orange food colouring and orange washing up liquid and encourages the children to think about what might happen if these are added to the tray. She encourages them to smell the orange scented washing up liquid and the children know to stir the water to make bubbles. She uses questioning very well to encourage the children to develop their own ideas and make links with prior learning.

The activity also demonstrates how the childminder exploits children's self-chosen activities particularly well. For example, she allows the children to extend the above activity as they carry the water in containers to a slope. She allows them to experiment for a few minutes then uses skilful questioning helping them link what was happening to the water, to what happens to autumn leaves. Children understand and enthusiastically give examples of other things that fall. The childminder photographs the water running down the slope, so the children can show it to their parents and they can talk about it later. This activity demonstrates how the childminder promotes children's development in all areas of learning. It illustrates many aspects of effective learning, including particularly skilful questioning, a highly effective balance of adult-led and child-led activities and partnership

with parents. This means children are excited about learning and make good progress, although there is not yet sufficient evidence that children are making sustained rapid improvement in their learning given their starting points.

The childminder encourages children to think why things happen and about change. For example, she adds ice to the water tray so children can watch it melt during the day and freeze again at night. She encourages them to talk about what is happening and why. The children love to melt chocolate in a special plastic heated bowl that is safe to touch, but melts the chocolate quickly. They use the chocolate to decorate their buns which help them develop their physical skills as well as their knowledge of the world. The childminder links songs and rhymes to real objects and activities, for example, she made a decorated wall with the children out of cardboard. Children use this with a large collection of green numbered bottles to role play '10 green bottles sitting on the wall'. This activity supports children's development in counting and calculating. The childminder provides more than 10 numbered bottles to allow children to extend this activity, depending upon their age and stage of mathematical development. This means children are very engaged with stories and rhymes and also see how stories and rhymes can be changed and extended. This helps them develop their imagination and creativity.

Children enjoy listening to stories because the childminder is a good storyteller. She uses beautiful puppets very effectively. These bring the stories to life and engage the children. In this way she encourages them to contribute to the story telling. The children act out a popular children's story as she reads the book. As a result, children begin to develop a love of books and reading and develop their skills in listening and attention, understanding and speaking. The childminder also develops these skills through many other activities and has a good knowledge and understanding of language development. She introduces children to new vocabulary explaining and repeating words and phrases to help the children learn well. She ensures children learn correct pronunciation using a wide range of resources, including a phonics recording and a television programme.

Children's physical development is also promoted well by play in the childminder's garden and visits to local playgroups where they have opportunities to run around, jump and dance. The childminder usually attends three groups a week so they can further develop their social skills to prepare them for starting school. The childminder is skilled in providing well-tailored activities for all the children in her care adapting activities to suit the interests and development of children in attendance.

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

The childminder is an excellent role model and has quickly developed caring, respectful, secure relationships with the children. Her house is dedicated to children. It is welcoming and full of exciting resources and displays of children's work. There are train tracks, puzzles, interesting posters, a wall children have made out of cardboard and lots of numbered green bottles. There is a comfortable book corner with many exciting books and beautiful puppets. This together with the childminder's friendly, supportive approach means all children settle almost immediately and quickly develop a sense of ownership and belonging.

Children behave well. They play together and have positive, cooperative and harmonious relationships with others. In this environment children develop self-esteem and independence, and therefore, confidence. The childminder promotes children's health well. She provides a nutritious diet and encourages children to think about healthy food options. Children learn about good health practices through everyday routines, such as hand washing. They climb up onto safe steps so they can easily reach the sink and dry their own hands on paper towels. Even the youngest children put these in the bin when they have finished. They learn to keep themselves safe, for example, the childminder uses a large red scarf to simulate a fire when she conducts fire drills, so the children can decide which door would be the best to use. The childminder clearly discusses, in ways that are meaningful to the children, the dangers of hot water and why if you put spoons in your mouth you should not put them back into the chocolate.

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

The childminder provides a good service and has high expectations for the children she cares for. Her home is welcoming and dedicated to children. It is an environment where children thrive and in which children's welfare is well promoted. She has appropriate policies and procedures in place which help ensure children are safe. These include robust risk assessments and daily checks. The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has attended training on safeguarding children and knows what to do to help keep children safe. She has a wide range of written policies that she requires parents to read and sign. This means parents are well-informed about how she cares for children and helps them to develop.

Children's learning is promoted particularly well through an appropriate balance of adult-led and child-initiated activities. Activities are matched closely to children's individual stages of development because the childminder knows her children very well and knows what they are doing and what they should be doing given their age. As a result, children make good progress. She has conducted baseline assessments and a two-year-old check. This enables her to clearly demonstrate children's progression over time. She is putting systems in place to support individual children, for example, she is using a range of strategies to help children to develop their language skills.

The childminder demonstrates a strong commitment to improving her service. She plans to do further qualifications and has completed the Ofsted self-assessment form. She has identified priorities for improvement. The childminder is proactive in seeking support from local authority development workers and has plans to gain further qualifications and to attend training to extend her knowledge. The childminder has good relationships with parents, who are confident about her abilities to care for their children appropriately. She discusses the children's care and development with parents during weekly meetings, but strategies to engage all parents in their children's learning in the setting and at home are not fully developed.

The childminder works well with other providers for example, she asks the reception class teacher what children are doing in school, so she can extend this learning when the children are with her. The childminder also takes children to other settings, for example, they usually attend three groups a week. This gives children a wider range of opportunities, to sing and sign and enables them to play and socialise with larger groups of children. The childminder is very knowledgeable about children's current development because she assesses children accurately using the 'Development Matters' framework. The childminder monitors children's development closely and provides experiences to ensure individual children make good progress in all areas of learning. Children make good progress and will be well-placed to continue to make good progress as they move on to 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	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

Unique reference number	EY444541
Local authority	Leeds
Inspection number	790629
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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 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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