

Inspection date

Previous inspection date

07/12/2012

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

- Children are cared for in a warm and homely environment, where they can move about confidently and freely. They access their choice of play activities and decide where they want to play. This ensures that children build secure attachments with the childminder and are settled and happy.
- Children make good progress because the childminder devotes her time and attention to them, participating in their play well and communicating both clearly and consistently with them.
- The childminder understands how to promote the health and safety of young children. She has assessed any potential risks to her premises and for the outings they participate in to ensure hazards are minimised and children are protected.
- Children have good opportunities to play and explore both at the childminder's home and on outings, for example, when visiting and feeding the animals at the local farm.

It is not yet outstanding because

- Self-evaluation is not completely robust; it does not effectively include the views of parents and children to ensure their thoughts and ideas are used to shape future practice.

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 activities in the lounge, kitchen and garden.
- The childminder's policies, risk assessments and children's records were viewed including their observation and assessment files.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in June 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in a town house in Allerton Bywater and uses the whole of the ground floor and the rear garden for childminding purposes.

The childminder attends children's centres, childminder groups and other childcare settings on a regular basis and she visits the local park and places of interest with the children.

There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder operates all-year-round from 7am to 9pm on a Thursday and Friday except for family holidays.

What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of parents and children are incorporated to further assist in identifying areas for future improvement.

Inspection judgements

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

The childminder has a secure understanding of how children learn. She carefully observes children to find out about their immediate interests in order to plan and provide a very good range of activities and play experiences. These take account of all seven areas of learning, although a clear focus is given to the prime areas for young children. The childminder gains valuable information from parents before children are left in her care, to enable her to plan for their ongoing development, given their starting points.

The childminder has implemented a comprehensive observation and assessment system. Each child has their own file where the childminder records the observations she makes and links them to the areas of learning. She then identifies how she can progress children's learning based on what she has observed. She shares a monthly summary of the children's development with the parents and uses this to enable her track their learning, which is supported by appropriate tracking documents. This complements her already good knowledge of where she has assessed children are in their learning. This method also shows clearly how the children are making good progress and helps the childminder to plan for their next steps of learning. These files are readily shared with parents to help them continue to promote their children's development at home.

The childminder is aware of her responsibility to complete a two year progress check on children. She has completed a training course and has information regarding this to share with the parents, although this has not yet been necessary for the children in her care. This further ensures that parents have a clear picture of their child's development and future learning needs.

Children enjoy playing and learning in this welcoming and stimulating environment, where

the childminder values them as individuals and knows them well. The childminder interacts very well with the children. She offers good support to them, following up on their individual interests well in order to promote their learning through play. For example, young children enjoy playing with the dolls. They take off the dolls' clothes, change their nappies and rock them to sleep saying 'shush, shush'. This supports their own way of thinking and their self-awareness. Children are very happy in the childminder's home and have made wonderful bonds with her which enables them to play confidently and securely, going to her for help and support and enjoying the closeness of the relationship as they play together.

The childminder effectively promotes children's communication and language, she speaks clearly to young children and repeats words to them as they look at picture books together. The childminder has identified the single words the children can say, which link to familiar objects, animals and family members. She is working well with the children to develop their vocabulary and recognises children beginning to copy familiar expressions, for example, 'all gone' when they finish their juice. Children are also making sounds as they play, for example, they make 'roar' noises as they look at the tiger in the book and the small world zoo. The childminder also provides a narrative of what she is doing to encourage children to make links between actions and words.

The childminder provides a good balance of child-initiated and adult-led play. For example, children have access to a wide range of resources to support their learning in all areas through self-chosen play. Children are beginning to be aware of nature and the environment. They enjoy the walks to local parks and a favourite activity is feeling the bark on the trees and crunching their feet on the gravel along the way. The childminder also supports their understanding of the world by providing opportunities for children to learn about their own community and culture and about those of others. They enjoy looking at photos of their own family displayed around the setting and dressing the dolls in national costumes and celebrating cultural festivals.

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

The childminder creates a welcoming, stimulating and safe environment where children are happy, have fun and demonstrate they feel safe and secure. Younger children are motivated and confident and self-select from the very good selection of toys and resources. These are displayed attractively and readily accessible to them. Children readily select the toys they wish to use with a purpose and reason. For example, children choose to put their apron on to play in the water with the ducks.

The childminder ensures that all areas of her home are safe for children to access, as risk assessments are in place for the home, garden and outings to promote children's safety. There are good arrangements in place to help children learn to keep themselves safe through everyday routines. Fire drills are regularly practised and children are learning to tidy away some of the toys before getting more out to maintain a safe play area for them. Children form secure emotional attachments to the childminder; they readily approach her for cuddles and show how much they enjoy coming to her home through their confident approach. Children's behaviour is managed in a positive manner and constant praise and

encouragement from the childminder develops children's self-esteem. The childminder has effective behaviour procedures in place, where children are given clear explanations as to what is acceptable and unacceptable in an age-appropriate way. She is a very good role model to the children, encouraging them to use good manners and begin to share and take turns. The childminder is fully aware of children's individual strengths and provides activities and outings to help move children forward in all areas of learning. This helps them to be ready for future transitions to nursery, pre-school and school.

Children are encouraged to develop healthy lifestyles as the childminder provides many opportunities for physical play and exercise. For example, children play in the garden or visit local parks where they can run, kick balls and bounce on the trampoline. The childminder provides healthy meals and snacks. Meal and snack times are sociable and enjoyable, with the childminder talking to the children about what they are eating. This supports children's understanding of healthy foods and an enjoyment of a healthy diet. Children develop their self-care and personal needs through the good procedures the childminder has in place. They are learning to dress and undress themselves when they go swimming and to brush their teeth after lunch. The childminder knows children very well and responds effectively to any health issues and medication needs.

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

The childminder understands her responsibilities relating to safeguarding and child protection. She supervises children vigilantly and is aware of the procedures to follow if any concerns arise regarding children's welfare. She uses risk assessments effectively, demonstrating how she will review and reassess safety aspects as children develop and their routines and needs change. The childminder organises space and resources well enabling children to move, play and use equipment safely.

The childminder has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and all of its requirements. She works hard to follow this and provide a good quality service. All required documentation is in place to help the childminder meet the children's needs. The childminder monitors the delivery of the educational programmes within her setting well. She has comprehensive procedures in place to observe, assess and monitor children's progress. The childminder's enthusiasm is reflected in the well-organised and welcoming home environment she creates. She provides affectionate, supportive and reassuring interaction with the children. She is constantly reviewing her practice and has made several changes to her setting and practice since she started to care for children. This helps her effectively identify what is going well and where improvements are required. For example, she identified how children would benefit from more resources being set up in the kitchen to enable them to have more free access to the garden. However, the childminder is not effectively seeking the views of parents and children to enable her to use these when developing her practice and making further improvements.

Overall, the childminder promotes successful working partnerships with parents which contribute to children's well-being and development. She exchanges information with

parents on a daily basis and shares her observations of children's achievements. It is clear through the text messages the childminder has received from the parents, that they are very happy with the care their children receive and have recommended other families to use her for their childcare. The childminder is aware of the need to work in partnership with other professionals and providers in order to maintain continuity of care for individual children.

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	EY442415
Local authority	Leeds
Inspection number	803697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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