

## Inspection date

Previous inspection date

30/04/2013

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 has a secure knowledge of how young children learn. She holds a recognised childcare qualification and is experienced in childcare. Consequently, children are supported to make good progress in their learning.
- The childminder provides a very stimulating environment with child-accessible resources that promote learning and challenge for children, both inside and outdoors.
- Children are settled and show good levels of confidence in the childminder's care because she gives a high priority to ensuring she understands their individual welfare needs and works in close partnership with their parents.
- Children's well-being is promoted effectively because the childminder gives a high priority to keeping them safe. Safeguarding policies and procedures are followed vigilantly and any risks are minimised effectively, which means children are protected from harm.

### It is not yet outstanding because

- There is scope to further enhance the stimulating learning environment by extending opportunities for children to see words from different home languages and involving parents to help them feel even more involved and valued.

## 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 observed the childminder and the children in the main playroom.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation, including policies, risk assessments, self-evaluation and children's learning journey records.
- The inspector acknowledged the views of parents through written statements.

## Inspector

Lindsay Dobson

## Full Report

### Information about the setting

The childminder was registered in 2012 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a bungalow in Boston Spa near Wetherby. The whole of the property, with the exception of one bedroom, is used for childminding and there is a rear garden for outdoor play. The childminder has a pet cat.

The childminder attends a toddler group 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 two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday. She is qualified in childcare and holds a Bachelor of Arts (Honours) degree in Early Childhood Studies and a Professional Graduate Certificate in Education.

### What the setting needs to do to improve further

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

- enhance further the very good learning environment by extending children's opportunities to see different languages. Invite parents and other adults to contribute, supporting them to feel even more involved and valued.

## 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 is an experienced and well-qualified childminder who carefully observes children to find out about their immediate interests. This enables her to plan and provide a good range of activities and play experiences from the onset of care. Observations and planning take account of all seven areas of learning, ensuring children have the key skills needed for the next steps in their learning.

The childminder has implemented an effective observation and assessment system. Each child has their own file and 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 information about children's development with the parents and monitors children's development through supporting tracker

documents and the Development Matters in the Early Years Foundation Stage guidance. This complements her already good knowledge of where she has assessed children are in their learning. This method enables her to clearly show how the children are making good progress and supports the childminder to plan for their next steps of learning. These files are readily available to parents to help them continue to promote their children's development at home, with additional information provided in monthly summary documents. The childminder is aware of the need to complete the progress check at age two years for relevant children when this becomes necessary.

Children have fun playing and learning in this welcoming and stimulating environment. The childminder gives good priority to valuing children as individuals and ensures she knows their individual needs, enabling her to provide tailored and well-planned care and learning. However, there is further scope within the playroom to enable children to see different home languages displayed and to encourage parents and carers to contribute to this. Inviting parents and other adults to contribute to this will make them feel even more supported and valued within the setting. 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, the childminder provides the children with creative play opportunities, such as play dough. During their play she recognises that one young child is more interested in feeling and touching the flour she has provided alongside the dough. To further support this interest the childminder provides a tray of flour with shape cutters, spoons, bun cases and brushes. The child enjoys making marks, feeling the texture, examining and watching the flour as she lets it fall through her fingers. The childminder supports the child in her investigations and narrates what she is doing. This supports early language skills and developing vocabulary as she encourages the child to 'wiggle, wiggle' her fingers. As the child babbles back to the childminder, she acknowledges these early words and praises the child for her efforts and achievements, raising her confidence and self-esteem.

Children are provided with very good opportunities to learn about the natural world through adult-led planned activities and self-chosen play. The childminder's garden offers a wonderful range of opportunities which support children to plant and grow vegetables, make bird feeders and learn about the elements, such as the weather. On a windy day the childminder and children hang large pieces of material and wind socks on the washing line. They see these blowing wildly in the wind and listen to the rustling noises they make; younger children have fun trying to catch the tails of the wind sock as they whizz past them. Technology is also well promoted. Young children know that if they press the large button on the remote control the robot will wiggle, flash and make sounds. They repeat this action and show their delight as the robot moves about. The childminder supports children's physical development very well. Indoors, young children develop their muscle tone as they pull themselves to standing against the soft furnishings and have good space to crawl and move about. In the local community they visit the park, the library and join in at the children's centre with child-orientated groups. These opportunities support the children to develop their social skills and make relationships with other adults and children, contributing to their school readiness.

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

Children form very good relationships with the childminder that are very nurturing and caring and demonstrate the childminder's positive values that are embedded within all aspects of the setting. This means that the children learn how to care for and consider others and this promotes a very warm and friendly setting throughout. Young children settle extremely comfortably into the setting because of the way the childminder works very closely with parents to fully understand their home life and routines. Young children arrive happy and eager. They are content with the routine of the setting and happily approach the childminder, demonstrating strong feelings of emotional security and a strong sense of belonging. Children behave well because they are so well stimulated and supported. The childminder constantly observes and supports children to ensure they are purposefully engaged, happy and included.

Children learn self-care skills because the childminder encourages them to complete personal tasks for themselves. For example, young children have their own towels for hand drying and hang their coats on their own coat pegs near the door. Children develop very healthy attitudes towards outdoor play and learning as they are provided with opportunities to be outside for a large part of the day. They use a variety of equipment to develop their physical skills, strength and control within the setting and as they visit local parks and spend time in the local area. This also provides important opportunities to widen children's experiences as they explore their community and develop relationships out of the setting. Children learn about healthy lifestyles and are provided with healthy choices at snack and mealtimes. For example, the childminder provides menu information to the parents. This includes a good range of home cooked meals and a buffet tea enabling them to make choices and try new and different foods. Not only does this add meaning to and enhance their enjoyment of mealtimes, but it also encourages them to understand about healthy eating.

Children's safety is given high priority. The childminder carries out regular and thorough risk assessments and daily checks on all areas used by children. This helps her to identify and minimise risks so children can move around freely and safely. The childminder talks with children about how to keep themselves safe throughout the day. For example, children learn about safe road crossing when out and about in the community and they understand about evacuation from the home as they regularly practise the emergency drill. This supports their understanding of keeping themselves safe.

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

The childminder has very thorough safeguarding policies and procedures which she implements to support and protect children from abuse and neglect. She is clear about the signs and symptoms of abuse and the steps she would take should concerns arise. Comprehensive information is shared with the parents to ensure they are aware of the childminder's responsibilities. The childminder keeps well-organised documentation to ensure the requirements are met and she fully promotes the health and safety of the children. The childminder makes the best use of the available space and organises the setting to create a very child-friendly, welcoming and accessible environment.

The childminder thoroughly reflects upon all aspects of her provision in order to plan continuous improvement in the experiences that she offers children. She is clear about her strengths and has identified further training and the need to further develop some of her equipment within the setting as future areas to enhance. The childminder has effectively included the views of the parents in her evaluations of the setting. This adds to their involvement and commitment to supporting the childminder and their children. Parents' comments about the service are positive. For example, they write about how caring the childminder is, how well she settles children into her environment and how she has a really good understanding of child development to engage and interact with children so they enjoy themselves and learn new skills.

The childminder establishes and maintains good relationships and communication with parents. They receive a welcome pack which explains how the service operates. Information is effectively shared on an ongoing basis through discussion, notices in the entrance and individual daily records for the very young children. The childminder meets with other professionals and childcare providers in order to share good practice ideas, supporting continuous improvements. Her effective assessments of children's progress mean any difficulties with their learning are easily identified. The childminder's professional networking and links with the local schools and pre-schools means she can share information about children's learning and offer complementary development opportunities within her setting. This further promotes children's learning and helps prepare them for their ongoing transitions to other settings if, and when, the time comes.

### **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 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

<b>Unique reference number</b>	EY449748
<b>Local authority</b>	Leeds
<b>Inspection number</b>	890091
<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>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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