

Inspection date	15/04/2013
Previous inspection date	07/12/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provided with a good range of stimulating, challenging and fun activities, which support them to make good progress in their learning.
- The childminder's open-ended and skilful questioning of children during activities supports them to develop their vocabulary and consolidate their learning while encouraging them to develop their own ideas.
- 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 are learning how to keep themselves safe and healthy through well-planned daily routines and age-appropriate activities.

It is not yet outstanding because

- The childminder is not making full use of the garden to fully support children's otherwise very good outdoor learning experiences.
- There is scope to further enhance the good information gathered from parents at the onset of care to ensure a very detailed picture of children's current stage of development is in place.

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 engaged in activities in the kitchen and playroom.
- The inspector talked to the childminder and children at convenient times throughout the inspection.
- The inspector sampled a selection of the childminder's documentation including children's learning records, risk assessments and policies.
- The inspector acknowledged the views of the parents, recorded in the children's learning records.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in a house in Stanningley on the outskirts of Leeds and her children are aged 11 and eight years. The whole of the ground floor, the bathroom on the first floor and the rear yard are used for childminding. The childminder attends a childminding group and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- extend further the use of the garden to support children's outdoor learning experiences

- enhance existing systems even further to gather information from parents about their children's stage of development at the start of the care arrangement.

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 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. This ensures they have the key skills needed for the next steps in their learning. However, there is room for the childminder to gain further valuable information about children's starting points from parents before children are left in her care, enabling her to use this in her planning for their ongoing development.

The childminder has implemented an effective observations and assessments 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 'Development Matters in the Early Years Foundation Stage' guidance. This complements her already good knowledge of where 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 available to parents to help them continue to promote their children's development at home, with additional information provided about focussed learning activities. The childminder has completed the progress check at age two years for relevant children and has worked in partnership with the parents to ensure they have a clear picture of their child's development and future learning needs.

Children have fun playing and learning in this welcoming and stimulating environment. The childminder gives a high priority to valuing children as individuals and ensures she knows their individual needs, enabling her to provide tailored and well-planned care and learning. 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, in the childminder's kitchen the children sit to the large table, with the younger child fully included by sitting in their high chair. The children explain that they are going to see the 'Wizard of Oz' with the childminder. She has planned this for them as it is of interest to the more able children. Supporting activities to follow their interests include painting a yellow brick road. They do this with relish as they talk about the story, the younger children are fully engaged as they explore the yellow paint, colouring their paper and feeling the texture of the paint. The childminder engages the children very well, asking questions and repeating words, to enhance and develop their growing vocabulary and early literacy skills.

The children enjoy being in the playroom where they have ready access to the good range of quality resources and activities. Younger children spend their time playing with the role play equipment, such as the kitchen. They put the pans and pots into the oven as they pretend to make meals for the childminder and their friends. More able children sit closely to the childminder as they dress the dolls. They happily chat about the clothes the dolls are wearing and discuss if they think they will fit or be too big and small. The childminder skilfully asks the children questions to engage their thinking and challenge what they are doing. She also supports them to spend extended periods of time at activities which supports their growing imaginations and concentration.

The childminder provides a good balance of child-initiated and adult-led play. Children have free access to a good range of resources to support their learning in all areas through self-chosen play within the childminder's home. However, there is scope to enhance the use of the garden environment to further support children's otherwise good outdoor learning experiences. Children have good opportunities to develop their understanding of nature and the local environment through visits to the farm where they excitedly look at the animals. They also enjoy walks to the local parks and joining-in at the library and children's centre where they develop their social skills and make relationships with other adults and children. The childminder further supports their understanding of the

world by providing opportunities for them to learn about their own community and culture and about those of others in the wider world. Children are supported to develop their school readiness. This is because the childminder encourages children to become independent and learn skills for the future, such as dressing themselves in their nursery uniform and using the bathroom without support.

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

The childminder's support of children's welfare and early engagement with them enables them to settle quickly and provides for a smooth transition from home to the setting by ensuring continuity in their care. They are secure in their relationships with the childminder because she is sensitive to their individual needs in a caring and supportive way. This promotes a positive sense of belonging for them that fully supports their growing confidence and independence well. The children use the space in the playroom to be active and mobile, and resources are displayed at low levels for the children to see and choose from. These offer quality learning experiences, to enable children to be motivated and interested in what they do and extend their skills.

Children behave well and their behaviour is managed in a calm and consistent way by the childminder. A behaviour policy is shared with the parents to enable them to be fully aware of how their children's behaviour will be managed. The childminder is very positive in her approach to the children and she offers them lots of praise for their achievements and as they share toys and support their friends. The childminder welcomes all children into her home and adapts activities according to their capabilities. This enhances their self-assurance and promotes secure attachments with the childminder.

Children enjoy being active and learn about the importance of fresh air and exercise. Younger children's routines for rest and sleep are adhered to and met through the close working relationship with their parents. Children are beginning to develop good self-care skills with young children learning to feed themselves and washing hands after using the toilet. Children have daily opportunities to be active and develop their physical skills and strength through their play. The childminder supports the younger children to use their bodies through movement, to crawl, walk and to grasp and hold by using different resources. Children have daily snacks and freshly prepared meals provided by the childminder. These offer a nutritious selection to support the children to try different foods and develop their understanding of healthy eating. Children from an early age know about washing their hands through the day. Children are encouraged to drink regularly and their cups are accessible to them so they remain hydrated, this raises their awareness of keeping healthy. Where appropriate, the childminder discusses with the children about keeping themselves safe inside and outside. They practise the emergency evacuation drill from the home and on outings wear high visibility jackets and learn about road safety. The environment provided by the childminder enables all the children to explore and use the space effectively and safely without restricting their natural curiosity. This prepares them well for future learning and for transitions to school.

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

The childminder demonstrates a good understanding of safeguarding children. She confidently identifies possible issues and is well-aware of the procedures to follow in the event of a concern with regard to children's welfare. The childminder completes a record of risk assessments of the home, garden and outings which ensure children are kept safe. The childminder has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and well-maintained. The childminder effectively monitors the delivery of the educational programmes within her setting and has clear procedures in place to observe, assess and monitor children's progress.

Partnerships with parents are well-established and are given good priority within the setting. The childminder regularly talks to parents about how their children have been while in her care and the activities they have taken part in. This combined with free access to their children's developmental records means that they are kept well-informed of their children's progress and well-being. The childminder has developed close and effective links with the local school and nursery that children attend, which enables her to provide and maintain continuity in care and learning. She is working with children to enable them to develop their independence and manage their self-care skills and this prepares them for school, which helps to ensure a smooth transition to the next stage of their learning.

The childminder is continually evaluating her service and can, therefore, recognise her strengths and areas for improvement. She has addressed the actions and recommendations from the last inspection, which have had a positive impact on children's safety and well-being. There are plans to access further training and develop further the recording of some information to make it more user friendly for the parents. An example of this is the progress check at age two summary. The childminder includes the parents and children in the evaluation of her provision to ensure their thoughts and ideas are acknowledged and acted upon. The childminder has a positive and strong commitment towards monitoring and evaluating her service. She is qualified in childcare at level 3 and has attended other shorter training courses which help to develop her skills and enhance her practice and care of the 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 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	EY360335
Local authority	Leeds
Inspection number	909344
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	07/12/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

