

Inspection date	03/06/2013
Previous inspection date	23/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 supported well. The childminder has undertaken further relevant training and is an experienced practitioner. As a result, her very good knowledge and understanding about how children learn and develop promotes children's progress very well.
- Children demonstrate a good sense of security because of the warm relationship they have with the childminder and her assistant. This enables children's needs to be effectively met.
- Children's development and progress is accurately assessed and information is shared well with parents. As a result, the childminder has a good understanding of each child's skills, abilities and progress in order to support their continued development.

It is not yet outstanding because

- Play opportunities in the outdoor environment have yet to be further developed to provide additional highly stimulating experiences for children across all learning areas.
- Self-evaluation does not fully take into account the views gathered from parents and children when identifying targets for future improvements.

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 activities in the main downstairs rooms.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at the children's learning journey records, assessment documentation and a selection of policies and children's records.
- The inspector also took account of the written references from two parents.

Inspector

Linda Filewood

Full Report

Information about the setting

The childminder was registered in 2001 and works with an assistant. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her family in the Robin Hood area of Wakefield. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden available for outside play. The family has a dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently eight children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the organisation of the already highly stimulating and well-resourced outdoor environment to more fully enhance children's all-round development, for example, by providing additional experiences across all areas of learning

- build on existing systems of self-evaluation to further include the views of parents and children in identifying targets to secure continuous improvement.

Inspection judgements

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

The childminder is an experienced practitioner and has recently undertaken a further childcare qualification to enhance her knowledge. As a result, she has a very good understanding about how children learn. This enables her to support children's development well across all areas of learning. She works closely with her assistant to ensure that children receive consistent support. There is a good two-way flow of information with parents, especially when children first start attending. This gives the childminder a clear understanding of each child's stage of development and interests on entry, which helps her when planning future activities. She observes each child's development during their time with her, in order to accurately assess the progress they

are making. The childminder uses the information well to successfully plan for the next steps in their learning so that children make strong progress in their learning and development. She is confident in exchanging information with parents and other settings children attend, especially if she has any concerns about their development or well-being. Consequently, children receive good continuity and consistency in their learning and development as all carers work well and supportively together. The childminder works closely with parents so that they are fully aware of their child's progress and the activities they have enjoyed with her. For example, she teaches parents the words of an action song that they are unfamiliar with so that they can continue to sing it at home with their child. The childminder demonstrates a good understanding of carrying out the required progress check at age two and shares this with parents. Parents contribute information on their child's family life and sometimes send in photographs to include in their child's learning journey records. This engages parents well in their child's learning and development.

The childminder supports young children's communication skills very well so that they are becoming confident speakers in readiness for school. She continually chats to them, asking simple questions as they play to extend their vocabulary and conversational skills. The childminder listens carefully to their replies and responds well to what they are saying. She repeats words that are unclear or not correctly formed so that children learn for the future. Children take part in adult-led and child-initiated play experiences, which are planned around their individual needs and interests. Young children are beginning to recognise some letters and the childminder supports them well in linking letters to sounds to support their language skills. She uses a child's interest in cars to encourage them to count and talk about what they are doing. Young children show skill in knowing which buttons to press so that a car transporter makes a realistic engine noise during imaginative play.

Children enjoy developing their physical skills, both indoors and outdoors. Trips to the parks and farm further enhance their understanding of nature and enjoyment of exercise on larger play equipment. The childminder has an enclosed outdoor play area, with a larger grassed area beyond it that allows children plenty of space to enjoy garden games. Young children are developing good social skills as they participate in games, such as indoor skittles, with older children. As a result, they learn to take turns and play within a group of children. This prepares them well for school and enhances their confidence and self-esteem.

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

Children are happy and new children settle easily with the childminder and her assistant. The information about children's likes, dislikes, preferences and routines gathered by the childminder from parents helps her meet each child's needs successfully. The well-organised indoor environment allows children to freely access a good range of toys and resources covering all areas of learning. This promotes children's independence and decision-making skills as they make their own play choices. However, there is room to extend the outdoor resources to offer children further stimulating outdoor experiences across all areas of learning.

Children respond well to the skilful interaction, praise and encouragement from the childminder and her assistant. This helps children feel secure, confident to try new experiences and they behave well. For example, all children readily take turns, help and encourage each other and share during games and activities. This helps children learn to respect others and their feelings. The childminder works closely with parents to ensure that they have a consistent approach to managing behaviour. For example, they both use a reward chart with stickers to help children during occasional periods that require additional support.

The childminder has a very good awareness of health and safety, and encourages children to be aware of their own hygiene and potential dangers. She frequently offers a choice of healthy drinks and snacks to children and ensures they receive food provided by their parents. The childminder advises parents about healthy options to include in their packed meals so that children enjoy and begin to understand the importance of a healthy diet. Young children listen carefully to the clear age-appropriate explanations given by the childminder and her assistant to ensure their safety. For example, although the water from the childminder's hot tap is of a safe temperature, the childminder explains that hot water can burn them and to take care when washing their hands. As a result, children are learning to manage risk as well as good hygiene practices, which helps to reduce the spread of infection. Young children talk about and demonstrate the exercise their family members participate in at home and know that exercise makes them strong. Parents comment that they are happy that their children have daily fresh air and exercise with the childminder and that she always pays regard to extreme temperatures. For example, the childminder checks that all children, including older children, have sun cream with them before planning an afternoon trip to the farm.

The childminder supports children well in giving them skills to help them make an easy transition to school or nursery. For example, children practise carrying a small tray during imaginative play, so that they are fully prepared for the skill involved in carrying their school dinner tray. The childminder encourages children to become independent in their self-care, especially when toileting. As a result, children are well prepared and confident before making the change to a new setting. The childminder has a long-established partnership with the local schools and nurseries. She shares relevant information with the children's key person so that there is good continuity and consistency in their care.

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

The childminder is fully aware of her role in safeguarding children and her responsibilities in meeting the learning and development requirements. She ensures that her assistant is aware of all procedures to follow, including assessing any potential risks to children, so that they both consistently maintain children's welfare. Children are safe and secure in the childminder's home as good arrangements are in place for the safe collection of children. These are clearly explained to parents in the welcome pack they receive, which contains other written policies, such as the childminder's safeguarding policy. This ensures that parents are fully aware of the procedures in place that underpin the childminder's good

practice. Children's safety is further enhanced as both the childminder and her assistant have paediatric first aid qualifications. The childminder has put additional safety measures in place since the last inspection to enhance the security of the provision. For example, doors continue to be secured at all times and now the outside garden gate is more firmly fastened to keep children safe.

The childminder knows each child and their interests well. She combines this knowledge with her accurate monitoring of their progress to ensure that activities and play experiences effectively match their individual needs and interests. Consequently, children receive good support in making progress, particularly across the three prime areas and especially any specific areas in their overall development. The childminder shows very good commitment to constantly improving the quality of the provision for each child. She is an experienced practitioner and has attended further training in order to continually improve her professional development. Her enhanced understanding of how children, particularly babies, learn gives her greater support in helping each child reach their full potential. The childminder evaluates her service, with the aid of her assistant, to accurately identify further areas for continued development. For example, she is now planning additional ways to stimulate children's enjoyment of outdoor play, particularly with regards to their imaginative play. The childminder gains parents' and children's opinions about the activities and care she provides through discussion. However, their views are not fully taken into account when identifying targets for further improvement.

The childminder shares a good range of information with parents each day so that they fully understand her practice and the care their children receive. For example, parents receive a monthly newsletter advising them of future activities and the childminder shares each child's learning journey records with their parents. This gives parents a good understanding of their child's progress and helps them engage well in their day and learning. The childminder liaises well with other settings children attend through a well-established partnership. As a result, there is effective consistency and continuity for each child's learning and development across all carers.

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
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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	320728
Local authority	Leeds
Inspection number	819156
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	23/12/2008
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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