

Inspection date

06/06/2013

Previous inspection date

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 good understanding of children's individual needs and care routines. As a result, she provides good quality care consistent with their home routines and parent's wishes. This gives children a strong sense of security.
- The childminder's open and skilful questioning of children during activities supports them to develop their vocabulary and consolidate their learning whilst encouraging them to develop their own ideas.
- The childminder provides a very stimulating environment with child-accessible resources that promote learning and challenge for them, both indoors and outdoors. Consequently, children make good progress in their learning.
- The childminder safeguards children well; detailed policies underpin her practice and also ensure parents are fully informed about her service, role and responsibilities.

It is not yet outstanding because

- There is scope to further enhance how very young children are settled at sleep and rest times.

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 play and interaction between the childminder and the children in the dining room, back room and the garden.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation including children's learning journey records and her risk assessments.
- The inspector acknowledged the views of the parents through written statements and feedback questionnaires.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four years and 22 months in a house in West Park a suburb of Leeds. The whole of the ground floor, the bathroom on the first floor and the garden are used for childminding. 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 three 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 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.

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 use of equipment to settle younger children when they are tired, for example, by encouraging parents to record familiar sounds, such as lullabies in their home languages.

Inspection judgements

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

The childminder knows how to successfully promote children's learning and development, so that they gain the necessary skills and attitudes to be ready for their learning in school. Initially, she gathers detailed information from parents about the children's needs, which helps her to plan purposeful activities to support and extend their learning. She observes children closely and assesses their progress to identify where any extra support may be needed. Consequently, children are showing good development for their age and are making good progress given their starting points and capabilities. Relationships with parents are effective and make a strong contribution to ensuring children's needs are met. Children's learning files are used well as a communication tool with parents, which helps to involve them in their children's learning and keeps them well informed of their progress.

The stimulating, interesting and bright play area is very inviting for children and well equipped with a broad range of good quality resources, which the childminder uses effectively to support children's learning. The childminder supports children to settle

quickly and enables them to have free time for self-chosen play mixed with a good balance of adult-led activities. Younger children have good opportunities to explore and develop their crawling and walking skills both inside and in the garden. The childminder encourages a younger child to walk along at the edge of the sofa before providing space and room to practise her independent walking. The placement of toys supports the children to reach out and grab them, for example, the large paper tubes. This promotes physical development and supports them to strengthen their muscles in readiness for walking and beyond.

All children relish the times they have to explore the toys. More able children love to build and make patterns with the support of the childminder while the younger children enjoy exploring the treasure basket resources. A child shows great pleasure as the childminder plays a tickling game with her using a soft fluffy mitten. The childminder makes 'choo choo' and 'pop' noises as she tickles the child, who responds excitedly with smiles and giggles. As the child gurgles to the childminder, she copies the sounds and encourages her to say simple words. This effectively supports young children's early communication and language skills. The childminder further supports this by displaying words around the setting in both English and Urdu to enable children to learn about both English and their home language as they continue to develop.

The childminder's garden provides a wonderful additional play space for the children. Great thought has been given to developing this area and supports children to enjoy 'fairy kingdom', 'dinosaur land', a tepee for imaginative play as well as resources supporting children to enjoy playing in the sand and water. Resources for the very young children include a ball pool. They not only develop their physical skills as they climb in and out of the pool, but their hand and eye coordination is supported as they put the balls to their mouths before throwing them. Young children do this as they copy the more able children who are aiming to get the balls into the large tyres. This promotes their development in a fun and skilful way.

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

The childminder is caring, friendly and compassionate towards children's individual needs and circumstances. She liaises closely with parents to gain a good understanding of children's preferences and routines. This promotes a smooth move from their own home to the childminder's and enables children to quickly develop strong bonds with the childminder and her family. Children's home routines are consistently followed with regard to meal and sleep times. However, there is further scope to support very young children to settle when they are tired by playing familiar sounds from the child's home and family.

Children are treated with care and respect, and the childminder is a positive role model. She reinforces good behaviour by offering children lots of praise and encouragement, which successfully boosts their confidence and self-esteem. Consequently, children are polite, well behaved and helpful towards each other. The childminder makes sure that the premises are safe for the children attending. Her sensible and clear explanations to children about safety issues support them to manage their own safety, for example, as they move between the indoor and outdoor areas or help to tidy away the toys they have

finished playing with. On outings children learn about road safety and have opportunities to share their thoughts about when it is safe to cross with the childminder. This means that they begin to learn about risks and the importance of following safe practices.

The childminder gives high priority, support and encouragement to children enabling them to be independent and to look after themselves. For example, children learn to wash their hands after toileting and before eating and each child has an individual bag with their own flannel and towel to prevent cross-infection. This means children are beginning to understand how to keep themselves healthy. The childminder has a good knowledge of nutrition and plans a varied menu for children. This is both healthy and appetising and where possible children are involved in food preparation. For example, during the inspection the children helped to wash the grapes before cutting them in half for the younger children and putting them into individual bowls. Children enjoy sitting together at snack and mealtimes, developing their social skills. They also develop a good understanding of how fresh air and exercise contributes to a healthy lifestyle through visits to local parks and community groups and daily play in the well-resourced garden.

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

The childminder has a very secure understanding of how to safeguard and protect children from harm or abuse. Her detailed policies and procedures underpin the safe and efficient management of the service and also share valuable information with the parents about the childminder's role and responsibility. Children are safe and secure in a clean and well-organised homely environment. The childminder has taken steps to minimise hazards and has safety gates in place to secure areas of possible risk. She also protects children with the use of soft furnishings and child friendly equipment enabling them to have good space to move about freely. The childminder is vigilant and reminds children of safe practices, such as fire drills, promoting their awareness of safety. She carries out daily checks and completes ongoing risk assessments in order to promote safety in the home, garden and on outings. All other required documentation is in place and well maintained. The childminder effectively monitors the delivery of the educational programmes within her setting. She has clear procedures in place to observe, assess and monitor children's progress including her awareness and preparation for completing the progress check at aged two years when required. The childminder has attended a local authority training course to ensure she fully understands the process of assessment for children.

The childminder has a very positive attitude to the continual development of her childminding provision. Her main aim is to ensure that she provides exceptionally high quality care and that children take part in a very good range of activities that help them to make as much progress as they can. The childminder has completed the Ofsted self-evaluation form very well and has securely identified her strengths and areas for future improvement. She has included the views of the parents and the children in the evaluation process and made any changes necessary to ensure they are fully included. The childminder makes good use of training courses to further enhance her skills and knowledge of childcare and development and ensures she utilises what she learns to further enhance her childcare practice. Her continuous self-reflection shows she has a very

good capacity to improve further.

Partnership working with parents is good. Prior to the onset of care the childminder provides them with detailed and comprehensive information to enable them to make fully informed choices about placing their child in her care. Parents are also invited to see the childminder's portfolio during the settling process, which shares valuable information including policies, procedures and working practices. Learning and development arrangements are discussed in depth and this enables the parents to be fully involved from the start by sharing their children's stage of learning and educational starting points. Information is shared on a daily basis through e-mail and conversations at the start and end of the day. Parents comment on the good quality of information they receive from the childminder. Regular newsletters, which include photographs of the children, inform the parents of upcoming plans and recent activities enjoyed by the children. The childminder does not care for children who currently attend any other childcare settings as well as her own. She is, however, fully aware of the need to work in partnerships with other providers of the Early Years Foundation Stage. This ensures there is continuity in children's learning between each setting and supports them in their transition to the next stage in learning.

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	EY456108
Local authority	Leeds
Inspection number	896349
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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