

Inspection date

Previous inspection date

19/06/2013

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 good awareness of how young children learn. She creates an enabling, child-friendly environment with activities and play experiences that capture and engage children's interest. As a result, they make good progress.
- The childminder has close bonds with the children which enables them to feel secure and confident in her care. They enjoy their time with her and her family and consistently demonstrate good levels of independence and curiosity.
- Children receive lots of praise and encouragement from the childminder for their efforts and achievements. This develops their self-esteem and helps them to become confident, active learners.
- The childminder has a secure knowledge of children's individual needs and abilities. This is enhanced by the good working partnerships she has developed with their parents.

It is not yet outstanding because

- There is scope to enhance the stimulating play areas both indoors and outdoors by extending the use of print, to support children's developing understanding of words and numbers.
- There is scope to further enhance the way children are able to share with the childminder how they are feeling.

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 interaction between the childminder and the children in the lounge, dining room and garden.
- The inspector looked at a selection of the childminder's documentation including children's learning journeys.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector acknowledged the views of the parents through written statements of support.

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 and one year in a house in Gildersome, a village near Morley, Leeds. The whole of the ground floor, back bedroom and bathroom on the first floor and the rear garden are used for childminding. The family have 2 cats as pets.

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, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates from 8am until 6pm, Monday to Friday all year round with the exception of 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:

- enhance the indoor and outdoor learning environments making them rich in print to further promote and support children's understanding of words and numbers
- develop further the range of resources, including books and stories that focus on a range of emotions; supporting children to understand and let others know how they are feeling.

Inspection judgements

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

The learning environment is stimulating and engaging and encourages children to explore and play. Children move freely around the ground floor of the home and the garden helping themselves to resources that interest them. For example, young children make the decision to go out into the garden. The childminder has taught them safe ways of getting down the small step from the home and from the patio onto the grass. The children independently follow these instructions, which not only allow them to move about freely but also introduce them to safe practices and managing their own safety from a young age. Outside, there is a good range of resources which stimulate children's interests. They initially have fun pushing the small lawn mower up and down, using their imaginations

and drawing on their own experiences, while also developing their confidence in walking and supporting their physical development. The childminder fills a water tray and children excitedly rush to the tray and begin exploring the boats, cups and balls that are in the water. The childminder extends play as she shows the children how the water falls through the bottom of the small colander. Children giggle and laugh as they feel the water falling on their hands, before continuing to experiment by tipping, pouring and splashing the water. The childminder uses these play opportunities to introduce children to early counting and colour recognition as she names the colours of the boats and counts the number of balls. Children watch and listen to the childminder and respond by pointing to each object. Following her attendance at a recent training course on outdoor play, the childminder has set up a nature area. This incorporates a bug box, large rocks, water, foliage and tree bark. The childminder is developing the children's interest in the natural world and this enables them to hunt for bugs and learn about insects and small animals. There is, however, further scope to extend the learning environment for children by making this rich in print to encourage and develop children's early understanding of words and numbers.

The childminder supports children's early speech and listening skills through a range of activities and ongoing daily routines. For example, as young children play, they babble to themselves and the childminder. She listens to them intently, supporting them to feel valued and responding with enthusiasm and interest by repeating the sounds and early words they say. The childminder also makes a good use of books to support children's developing communication and language skills. She provides the younger children with picture board books, which interest them as they lift the flaps to excitedly see what is underneath. The childminder names the objects in the book such as 'baby', 'car', 'dog' and 'cat'. She encourages children to repeat her and follows this with them making the sounds such as 'brmm', 'meow', and 'woof'. Children enjoy such activities and they also thrive on the closeness they have with the childminder as they sit together on the sofa, supporting them to make good relationships with adults and their peers. Visits to the local children's centre and library story time further promote children's interest in books and also their socialisation skills as they join in with group activities.

The childminder works closely with parents to meet children's developing needs. For example, she gathers important initial information about children's abilities and achievements from parents when new children are settling-in. This gives her their starting points and she then closely monitors children's learning, ensuring they are making progress, through the use of effective observation and assessments. The childminder uses this information to plan future activities and play experiences which support individual children's development. Consequently, children are making good progress in their learning and developing the skills they need for the next transition in their lives, by becoming ready for nursery and school. Parents are kept well-informed about their child's progress and achievements through daily conversations, daily record books and learning journeys. This quality information sharing enables the parents to carry on and support their children to make further progress at home. They add their comments regularly to their child's learning records, enabling them to be fully involved in the assessment process.

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

The childminder works closely with parents and takes great care to find out about and to meet children's individual needs. For example, parents share information about children's care needs and routines so the childminder can support children effectively. Consequently, children demonstrate a strong sense of security and are confident and self-assured in the childminding environment. Smooth transitions for new children and their parents are guaranteed as the childminder completes personalised settling in sessions. The childminder provides a nurturing environment and children display a confident and happy demeanour. For example, they explore and investigate the familiar surroundings and also enjoy the closeness and interaction they have with the childminder.

Independence is encouraged in children from an early age. They are confident to make choices in their play because the environment is organised to support their all-round development. At snack time, children are provided with small sized cutlery to enable them to chop their own banana and they learn to sit together at the table; sharing and making mealtimes a more social occasion during the day. These activities support children to gain the skills they need for the future and the next transition in their life, for example, to pre-school. Children's behaviour is suitably managed and the childminder encourages them to use good manners. For example, very young children use the word 'ta' as the childminder passes them toys. The childminder is aware of the children's stage of understanding and adapts her behaviour management strategies accordingly. For the younger children, she uses distraction and focuses on children sharing toys and playing together. There is, however, scope to further improve the way children are able to share their feelings, particularly for those who are not yet able to vocalise these. This will enable them to bring resolution to any disagreements and support young children's understanding of their own feelings.

Children's safety is promoted by the childminder. She provides a safe environment for them and develops their understanding of keeping themselves safe through daily routines and activities. On outings, children learn about safe road crossing, while in the home they are involved in emergency evacuation drills and learn to use the toys and equipment in a safe manner. For example, younger children know that they go down the step onto the grass in the garden on their bottoms. The childminder supports children to manage their own safety but gives them close and secure supervision should they need help and support.

Children learn about healthy lifestyles. The childminder provides nutritious meals and snacks which are home-made and meet the individual dietary requirements of the children. Drinks are available to the children and this supports them to remain hydrated throughout the day as they can independently access their own cups. Fresh air and physical development is provided for as part of the healthy lifestyle, with children enjoying daily activities in the garden, the local parks or out and about in the local community.

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

Safeguarding procedures are robust. The childminder clearly understands that the welfare of the children is paramount and she is aware of her responsibilities with regard to child protection. She has a secure knowledge of the signs and symptoms of abuse and when and how to report concerns to appropriate agencies. Detailed information is available in the childminder's file. The childminder maintains a secure and safe home and undertakes risk assessments and daily checks to ensure she minimises potential hazards and keeps children safe. All required documentation is in place and organised well to support the smooth running of the setting and to ensure children's well-being is protected.

The childminder has good organisational skills. This is her first inspection since registering as a childminder and she has implemented effective systems to monitor the quality of the care and service she provides. The childminder is securely aware of children's stage of development, enabling her to offer children challenge in their play. She accurately monitors her provision of resources, planning of activities and the progress children are making, ensuring this is good. The childminder is aware of her key strengths and areas she can further develop and has completed self-evaluation to facilitate this. Information and views have been gathered from the parents and comments are positive. For example, parents write 'we are happy with the progress our child is making' and 'We receive a short report each day in a daily book and we get pictures on a regular basis. Each month we get an overview of what they had done in their learning journey'. This good practice supports parents to carry on their child's learning at home as they are fully informed about current development.

Partnership working with parents is given high priority and supports the good information sharing currently in place, enabling the childminder to meet children's individual needs well. Daily discussions, a diary book, learning journey and the childminder's internet page, all enable parents to contribute to and be part of this child-orientated setting. The childminder also understands the value of close partnership working with other agencies, such as the nearby children's centres and early years settings, for example, in order to support and complement children's care and learning. At this time, however, there are no children attending other early years settings.

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	EY457055
Local authority	Leeds
Inspection number	899190
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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