

Inspection date

Previous inspection date

11/07/2013

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

- Children feel safe and secure with the childminder because she provides a caring and nurturing environment. This enables them to relax and enjoy the time they spend away from their parents.
- Children are supported well by the childminder in their learning. They enjoy taking part in the activities and making new discoveries, which enables them to make good progress in their development.
- The childminder works very well in partnership with parents. She gives high priority to the sharing of information, which means the care children receive is consistent with their home life, which provides security and stability for them.
- Children are able to take part in a good range of interesting activities and learning experiences in the local community. This means they become very familiar with what is around them, and regularly meet up and make friends with other children and adults.

It is not yet outstanding because

- There is scope to develop the opportunities for very young children to explore and investigate natural and everyday objects that support their understanding of the world.
- Opportunities to support very young children fully in laying the foundations for writing are not sufficiently promoted.

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 had a tour of the premises and observed children playing in one of the downstairs rooms of the house and the outdoor area.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers from written testimonials they had provided.
- The inspector made observations and discussed the outcome of a planned activity with the childminder.

Inspector

Diane Turner

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children age 11 and 14 years in the Crossgates area of Leeds. She uses all of the ground floor of her home, the bathroom on the first floor and the rear garden for childminding. She has a dog as a pet.

The childminder attends various toddler groups and activities run by the local children's centre. She visits the shops and park on a regular basis with children. She collects children from the local school. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder provides care all year round, from 7am to 6.30pm, Monday to Friday, except for 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 opportunities for very young children to explore and investigate a wide range of natural and everyday objects
- increase the opportunities for very young children to use materials in the outdoor area that enable them to make marks.

Inspection judgements

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

The childminder has a good understanding of how young children learn and provides activities that are carefully matched to their individual developmental needs. This means they make good progress towards the early learning goals and are well prepared to move onto school when the time comes. For example, she knows one very young child is interested in making noises through tapping and banging objects; she provides various manufactured musical instruments, such as a drum, xylophone and beater, so the child can explore different sounds. The childminder supports the child well in becoming an active learner as she shows him how to tap the xylophone with his hand and the beater to make sounds. The child is keen to copy the actions, which clearly shows he is well supported by the childminder in making connections in his learning. The childminder then gives the child time to explore a shaker that has been picked up. She waits until the child

makes a sound by shaking this and then picks up a shaker herself, which she shakes in response to the child's movements. This results in the child shaking his shaker and then waiting for the childminder to respond. This successfully enables the child to develop creative and critical thinking skills as the child makes links and notices patterns during the experience. However, natural and everyday objects that young children can explore and use in open-ended ways, are not always readily available to further extend their learning and help them make sense of their world.

The childminder broadens children's learning by providing activities linked to themes. For example, she puts shells and pretend sea creatures in water to represent a rock pool as a pre-cursor to taking children to the seaside by train. This gives children some insight into what they will experience on the outing, which means they are not fazed by new experiences. This effectively supports children's understanding of the world. The childminder provides good opportunities for young children to develop their communication and language skills. For instance, she keeps up a constant dialogue with them, to promote their listening skills and develop their vocabulary. For example, as she sweeps the floor after lunch she explains why she is doing so. She emphasises words, such as 'tinkle, tinkle' when one child is captivated by the sounds of wind chimes outdoors, explaining to him that the wind is blowing these. As children play with picture blocks she points out the animal pictures to them and makes corresponding sounds as she does so. This effectively supports children to make associations and increase their knowledge.

The childminder provides a welcoming and stimulating environment for children to play and learn. For example, a good range of toys and resources are available for them to access freely. These are sorted into boxes to match children's age and stage of development. This means children are supported well in their play and their interest is maintained. A very young child enjoys sitting on a blanket outdoors and exploring various interactive toys that have buttons and flaps. This supports the child in learning how things work and understanding about cause and effect. However, resources for children to make marks are not readily available in the outdoor area to support their early writing skills. The childminder makes purposeful observations of children's learning and uses these to successfully monitor and assess their progress. She compiles a clear record for each child, which is shared regularly with their parents, so they are well informed of the progress their child is making. Parents are actively encouraged to share children's achievements at home with the childminder, which means she has a clear picture of their development and how to support them to move their learning on.

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

The childminder gives high priority to making children's transition into her care a pleasant experience. For example, settling-in visits are provided so the childminder can discuss children's individual needs and routines with parents and how to meet these. Parents of very young children are also invited to accompany the childminder to view the toddler groups she attends to make sure they are happy with their child attending such activities. The childminder responds promptly to children's personal care needs, to ensure they remain comfortable. For instance, during nappy changing very young children squeal with

delight as she tickles them and encourages them to clap their hands, to distract them and make the process a pleasant experience. When children wake from their nap the childminder gives them a cuddle and time to 'come round' before they go off to play again, which means they feel relaxed in their environment. Consequently, children develop close bonds with the childminder. They are happy and settled in her care and emotionally secure during the time they spend away from their parents.

The childminder pays good attention to teaching children about personal safety from a very young age. For example, she teaches them about road safety when out in the local community. She encourages babies to develop their skills in feeding themselves but also reminds them not to put too much food in their mouth at once as they may choke. Children have good opportunities to take part in very valuable learning experiences in the local community. For example, they attend various playgroups each week and outings further afield to various attractions, such as museums and themed venues. These outings are often undertaken with another childminder, which enables children to develop confidence in interacting with other adults outside their normal childcare setting, which further prepares them for the transition to school.

Children learn to behave well from a young age. For example, the childminder encourages babies to say 'Ta' as she gives them their lunch, which successfully lays the foundations for good manners and social skills. She uses meaningful praise to acknowledge children's efforts and achievements, which means they have confidence in their own skills and abilities. For example, she tells a young child 'that's good tapping' as the child successfully hits a brick with a rattle. Children benefit from lots of fresh air and physical exercise. For instance, babies sleep outside in their pram within the childminder's sight and hearing. They develop their skills in grasping and reaching as they sit in a ballpool and pick up and throw different coloured balls. The childminder provides lots of positive reinforcement as she encourages babies to develop their skills in crawling. She supports them well in gaining control of their bodies as she encourages them to stretch their arms upwards in response to her question 'How big are you?' The childminder is also a trained dental nurse and she uses her expertise sensitively and effectively to promote the importance of dental health, with both parents and children. For instance, she advises parents about which squashes and fruit juices have the lowest sugar content and encourages children to drink plain water to prevent tooth decay.

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

The childminder has clear policies and procedures in place that underpin the efficient management of her service. She has a good understanding of her responsibilities in terms of child protection issues and minimises any risks to children's safety, both in the home and on outings effectively. This means children are safeguarded and kept free from harm. The childminder establishes and maintains good relationships and communication with all parents. For example, she provides a comprehensive information folder for them to view, which includes details of her experience, the training she has attended and copies of her policies and procedures. This means parents are well informed about her abilities and how she operates her service. Detailed individual diaries are maintained, which ensure parents

know how their child has spent their day and any significant milestones they have achieved. Parents' comments about the service are very positive and show they value the childminder highly. For instance, they state, 'she provides a friendly and welcoming atmosphere' and that they have 'no concerns about leaving their children in her care'. The childminder works effectively in partnership with other early years providers involved in children's care and learning. For instance, ongoing discussion takes place about children's needs and how these can be met, to ensure a shared approach to their care and learning across the settings.

The childminder pays good attention to monitoring the quality of the service. For example, she evaluates the activities she provides and keeps a 'tracker' sheet of children's progress, to ensure all areas are covered and that there are no gaps in the educational programmes or children's learning. Since registration, the childminder has erected a new fence in the garden to improve the security of the area and has a clear plan to show how she intends to improve her service in the future. She is committed to developing her knowledge through training, in order to enhance her practice. For example, she is currently working towards a childcare qualification at level 3. She regularly asks parents if they are satisfied with the service she offers and to comment on how this could be improved. In addition, she meets with other childminder's in the area on an ongoing basis, which enables her to discuss a variety of childcare related topics and share elements of good practice. All of which, means the childminder's capacity for continuous improvement is good, which in turn enhances the outcomes for children's care and 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	EY436039
Local authority	Leeds
Inspection number	791063
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	not applicable
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

