

<b>Inspection date</b>	21/08/2013
Previous inspection date	07/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder has a good understanding of the different areas of learning and resources available ensure children enjoy a wide range of activities.
- The childminder supports children effectively in their learning, and they therefore make good progress towards the early learning goals.
- Children learn about the benefits of a healthy lifestyle through regular fresh air and exercise and eating a well-balanced diet, therefore they stay fit and well.
- Good relationships with parents ensure children's individual needs can be addressed and parents are fully involved in their children's learning and development.

#### **It is not yet outstanding because**

- There is scope to enhance children's use of numbers and letters in the outside area, in order to further enhance their already good mathematic and literacy development.

## 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 discussed safeguarding and risk assessments.
- The inspector discussed and looked at monitoring and assessment of children's progress.
- The inspector discussed documentation and record keeping, including information from parents and medication records.
- The inspector took account of the views of both parents and children expressed through discussion and documentation.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has three assistants who work with her when needed. She lives in a house in Scholes on the outskirts of Leeds. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder has two cats as pets. The childminder attends children's activities in the village. She visits the shops and park on a regular basis with children. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, five 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.

### What the setting needs to do to improve further

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

- provide more opportunities for children to use numbers and letters when in the outside space, for example, by displaying posters and labels, in order to enhance the richness of the outdoor environment and children's mathematical understanding and literacy development.

## 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 the areas of learning. She is keen to prepare children for the transition to nursery and school by providing them with opportunities to build a secure foundation for future learning. She particularly promotes their physical, personal, social and emotional development and their communication and language skills. This ensures they are confident in their new surroundings and able to participate fully in the new environment. The children are familiar with both the staff and school premises as they visit regularly and meet the teachers while collecting older children.

The childminder provides a wide range of stimulating activities to encourage children's learning across all the areas. She plans activities to suit individual children, taking account of their interests and stages of development. For example, when using paint she ensures all children can use brushes or do handprinting, depending on their age and stage of development. The childminder constantly encourages children to communicate, talking

about their activities and what they have been doing at home or during the weekend. As a result they are developing a wide vocabulary and are confident speakers. The childminder recognises when children are trying to walk, and want to be on their feet all the time. She helps them by putting interesting toys and games just out of their reach to build their strength and confidence. Although children's understanding of numbers and letters is promoted well inside, there are few opportunities to use numbers and letters in the garden, such as through labels and posters. This does not ensure that the learning opportunities are as rich outdoors as indoors.

The childminder has a clear understanding of children's starting points from her own observations and discussion with parents. This enables her to provide activities tailored to children's individual needs. Children's progress and achievements are recorded through photographs, observations and samples of work. The childminder and her assistant identify any problems children may have and provide additional support to meet their needs, such as counting or learning colours. The two year old children are assessed to monitor their progress, and discussion with parents ensures they are fully involved in the process.

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

The children are all settled and comfortable with the childminder. They have built close attachments and are happy in her care. Children come in confidently and show no concern when visitors arrive as they feel secure and safe. The settling-in visits ensure the childminder is aware of their needs, any special diets or concerns parents may have. She then develops good relationships with parents, which ensures all aspects of the children's care can be promoted effectively.

Children become confident and independent while in the childminder's care, which prepares them for the move to nursery or school. They look forward to the change and the new experiences this will provide. The childminder ensures they have visited the premises and seen the staff, before they start to attend, as she collects school children each day.

Children behave very well. Clear house rules are in place and they discuss them regularly. They are considerate of each other, and take particular care when babies are playing to ensure they are safe. The childminder provides a good role model for manners and encourages children to be polite when asking for things. Children are careful when accessing resources to ensure babies do not access small pieces of games. They move unsuitable items out of their reach or use them when babies are asleep. The children learn to keep themselves safe when out in the community by using good road safety practice, walking away from the kerb to prevent accidents. They also practise the emergency evacuation procedure and know where to stand to keep themselves safe afterwards.

Children's physical development is fostered well through fresh air and exercise each day and the promotion of healthy eating and good hygiene practice. The children know they need to implement good handwashing procedures to prevent the spread of infection,

especially after personal care and before eating. The older children do not need to be reminded, and the childminder is vigilant to ensure younger ones remember.

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

The childminder has a good understanding of the local safeguarding procedures and how to protect children in her care. She ensures parents are aware of her responsibility and includes safeguarding information in her policies and procedures. She ensures only authorised persons have access to the children, requesting identification from visitors before they are admitted. All those working with her are appropriately checked and qualified to ensure their suitability. The childminder has clear procedures in place in the event of an emergency situation. For example, parents give consent for another named and police checked person, to care for their children for short periods should an emergency situation arise. This ensures that parents are fully aware of such arrangements and that children are appropriately safeguarded.

The childminder effectively monitors her provision of stimulating activities to ensure that they cover the prime areas of learning, in particular for younger children, then builds on these to support their further learning through the specific areas.

Risk assessments are completed for all aspects of care, and daily safety checks ensure the premises and resources are suitable when children arrive. The childminder regularly reviews all aspects of her care and completes risk assessments for outings into the community or further field. The childminder reviews the policies and procedures she uses to manage her service to ensure they are up-to-date, and take account of any changes to official guidance and requirements. She makes them available to parents to ensure they are aware of her responsibility when caring for their children.

The childminder regularly consults parents and children about the service she provides, and those spoken to during the inspection are very happy. Parents are confident their children are safe and secure with the childminder. The children enjoy the activities and outings the childminder provides. They like to be able to make suggestions for toys and places to visit. Partnerships with parents, schools and other providers ensure all aspects of children's needs and well-being are supported effectively. They have consistent care and any additional needs are quickly identified and addressed.

### **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

<b>Unique reference number</b>	319822
<b>Local authority</b>	Leeds
<b>Inspection number</b>	927276
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	8
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/09/2009
<b>Telephone number</b>	

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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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