

Inspection date

01/10/2013

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

- Children make good progress because the childminder effectively observes and assesses their level of achievement and is aware of their individual learning styles. She plans a wide variety of play experiences and opportunities that maintain their interest and encourage their natural curiosity to learn.
- Children attend various groups during the week. This enables them to socialise with other children and helps to prepare young children for their transition to pre-school.
- The childminder has a secure knowledge of child protection procedures and her responsibilities in the event of a concern about a child in her care. Therefore, children are fully safeguarded.
- Children's social and emotional needs are well met by the childminder. She shares warm relationships with them and is sensitive towards their individual needs. Consequently, children are happy, settled and confident in her home.

It is not yet outstanding because

- There is scope to further enhance the stimulating play area outside by extending the use of print, to support children's developing understanding of words and numbers.

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 the childminder and children engaged in activities in the lounge, garden and dining room.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation, including children's learning journeys, risk assessments and activity planning.
- The inspector acknowledged the views of the parents through written comments in their children's records of learning and developmental summary documents.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged eight and six years in Halton on the outskirts of Leeds. The whole ground floor of the house, the bathroom on the first floor and the rear 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 children four on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am until 6pm, Monday to Friday all year round, with the exception of 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 the stimulating outdoor learning environment further by making them rich in print to further promote and support children's understanding of words and numbers.

Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn through play. She provides a wide range of interesting activities which motivate children, enable them to have fun and give them a good range of skills in readiness for school. The childminder effectively assesses children's progress and plans activities that support them to achieve the next steps in their development. Children's starting points and interests are well known because parents complete an 'all about me' document. This provides the childminder with additional information, which is used to help ensure activities and experiences challenge children appropriately. Consistency for children between the childminder and home is addressed well. Parents are kept well informed about the activities their children take part in, through the use of a photograph journal, daily communications and monthly summary reports. Records of children's learning are always available, in order for parents to continue their children's early education at home.

The childminder is clear through her observations and knowledge of the children's development that they learn effectively in the outdoor play area. To support this she provides a stimulating and interesting garden where children particularly enjoy sand and water play and testing and extending their physical skills. The children and the childminder set up an obstacle course. This involves the children climbing and using the slide, jumping the small hurdles, running in and out of the cones, before crawling through a tunnel. As children complete the course, the childminder introduces more activities for them. They show their gymnastic skills as they try a tippie over on the soft mat. They practise their hand-eye coordination as they throw beanbags into a bowl and eagerly show their ability to walk with the pretend egg on their large spoon. Children thrive in this environment and their excitement is a pleasure to see. The praise they receive for their efforts raises their self-esteem and secures their relationship with the childminder and their peers. There is, however, further scope to extend this stimulating learning environment for children by making the area rich in print to encourage and develop children's understanding of words and numbers as they play.

The childminder's home is well organised with resources stored in labelled low-level storage units. This helps children confidently make independent choices in their play and enables them to take the initiative in seeking out their favourite toys. The quality of teaching is good. The childminder supports children's learning as she joins in with their spontaneous play. For example, children attempting a new jigsaw learn to match the pieces, such as the piece with the bear's face on, or the piece with the yellow t-shirt on. They persevere with the task and, with her support, begin to complete the picture. As a result, children develop good critical thinking and learn to solve problems. Numbers and counting are introduced as part of everyday routines. Children count how many steps they climb up and down when going to the bathroom, and recognise numbers on the pretend clock they have made for use in their role play. Children move the hands on the clock and tell the childminder it is tea-time. Using the well-resourced role play kitchen and home corner resources, they make sandwiches for the childminder which she has chosen from the menu. The child selects some pitta bread and fills this with cheese, tomato and lettuce. Conversations follow about healthy foods and what the children like. Enhancing and supporting play in such a manner ensures children gain a wide variety of knowledge and understanding which supports many aspects of their ongoing development and skills for the future, including their communication and language. Free access to a well-resourced book area further supports children's language and literacy skills. They love to access both story and factual books and enjoy a weekly trip to the library to join in with story time and choose their own books. As a result, their listening and attention skills are effectively promoted.

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

The childminder gathers detailed information from parents about their child's individual needs when they first start. Children form strong bonds with the childminder because they are reassured by the close relationships she develops with parents and because she uses the information she gathers effectively to help settle children. The childminder fully understands each child's background and family circumstances, and is able to support children and families well. The childminder keeps parents well informed about their child's

day and works closely with them around their child's developing and changing needs. This helps to ensure that new routines are agreed and established quickly. The childminder focuses well on the prime areas of learning, which help children to develop a strong sense of belonging and the physical and communication skills necessary to become independent learners. This prepares children well emotionally for their transitions to other settings.

Children have a consistent routine every day with which they are familiar. This enables them to know what to expect and how to do things. Children behave very well as a result. As children grow they become increasingly aware of how to take care of their own needs and require less support as they do this independently. In addition to taking care of their personal needs and learning to wash their hands, they also learn how to become confident with organising their own play and making independent choices. They learn to take care of the resources and environment by helping to tidy away their toys, and they learn how to manage risks as they use their resources safely.

The childminder provides safe surroundings which enable children to explore and be active learners. They develop a good understanding of safety through well-planned activities and guidance. This is demonstrated through an extended activity about safe road crossing. Children learn on their outings about waiting for the green man before it is safe to cross the road. In the childminder's setting they have made their own 'stop' and 'go' signs which they use during play. This reinforces the safety messages they have learned and supports them to manage their own safety when away from the setting. Children regularly practise the fire evacuation drill and the childminder maintains a record of these. This ensures all children have been included and are learning how to leave the setting quickly in an emergency situation.

Children's good health is promoted well as they enjoy plenty of nourishing snacks and meals and have continuous access to water. They spend much time outdoors being physical, visiting places of interest and getting lots of fresh air. Children have quiet times during the day where they engage in less active play or can have a sleep or rest. This helps to ensure that they do not become over tired and also learn how to understand their bodies and physical needs. The combination of nutritious food, fresh air, exercise and rest throughout the day fully promotes children's physical well-being.

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

The childminder has a strong understanding of the seven areas of learning. She monitors her planning and assessment procedures well to help her identify any gaps in children's achievement. This includes completing the progress check at age two, and enables her to take appropriate action to support children if they are not reaching their expected level of development. The childminder shows commitment to developing her practice further, for example, she completes additional training, which is evaluated to monitor the impact on the children, and she uses research materials proactively to further her knowledge. Since registration, the childminder has focused her attention on developing the environment for children, both indoors and outside, to ensure that this provides them with rich learning experiences. She completes self-evaluation and has an improvement plan in place, which

identifies targets for ongoing improvements, for example, developing her knowledge of children's schemas for learning and extending partnerships with parents further, with particular regard to children's learning and development. The childminder involves parents and children in the evaluation process and uses their feedback to shape future practice and support her drive for continuous improvement.

The childminder establishes very positive relationships with parents. For example, she actively seeks information from parents about children's care, learning and development, in order to provide continuity of care. Parents express that they are happy with the care and learning provided. The childminder fully understands the importance of developing positive relationships with other professionals and providers involved in supporting the children's care and education. She has developed links with local schools and pre-schools. This enables her to provide continuity and consistency in children's learning and development, and support a smooth transition when they are ready to move on to another setting.

The childminder successfully implements the safeguarding and welfare requirements. She has completed safeguarding training and has a good understanding of the different types of abuse and indicator signs that would raise concerns. Clear procedures are in place for identifying children at risk of harm and for liaising with the appropriate agencies. This ensures that children are well protected and given high priority at all times. The childminder supervises the children very well and completes detailed risk assessments of her home. As a consequence, effective steps are taken to ensure that hazards to children are kept to a minimum. For example, the premises are secure and visitors are recorded and monitored. All adults who have regular contact with children are vetted for their suitability. The childminder has developed a good range of written policies and procedures. Each policy supports the effective management of her provision, and these are shared with parents. This ensures that parents have all the necessary information about how the childminder promotes children's welfare and organises her day to promote their learning and development.

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	EY459781
Local authority	Leeds
Inspection number	912635
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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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