

Inspection date	09/10/2013
Previous inspection date	13/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 skilfully observes children to identify their interests and next steps for learning. Consequently, their interest is captured through a wide variety of well-planned play opportunities.
- Children have extremely secure, trusting relationships with the childminder. Their individual needs are exceptionally well met. Consequently, they are very settled and happy in the provision and are growing in confidence.
- The childminder has a good understanding of how to promote children's health and safety. She has assessed all potential risks within her premises and has minimised these so children are able to access all areas safely.

It is not yet outstanding because

- There is not a wide range of opportunities for children to further develop positive attitudes through the use of appropriate toys and resources that reflect the diversity of the wider world.
- There is scope to develop activities to further assist children in recognising numerals, in order to even better support their mathematical skills.

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 activities and care routines in the playroom and kitchen dining area.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector discussed the safeguarding procedures, behaviour management arrangements and the use of evaluative practice.
- The inspector looked at a selection of policies, documentation and children's records.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged 14 and 10 years in Tingley, West Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

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 funded early education for three- and four-year-olds. She operates all year round from 7.30am to 6pm, Monday to Friday, except 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:

- provide a range of positive images that depict people of different cultures, genders and abilities, so children become aware of, and can explore and question, differences in themselves and others
- enable children to extend their discovery of numbers, for example, by increasing low-level numbering indoors and placing number labels in the outdoors to support children's mathematical 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 seven areas of learning and how children learn. Consequently, she provides a broad and balanced range of activities and exciting first-hand experiences which help to consolidate children's learning. For example, children select toys which represent things they understand, such as an ambulance, and talk about different jobs people do. Precise and systematic observation and assessment is reflected in meaningful records of learning, which include photographic evidence. These give parents an insight into their child's progress during their time with the childminder. Children's next steps for learning and interests are clearly incorporated in the planning. This means that activities are tailored effectively to meet children's individual needs. Children are working comfortably within the appropriate development range expected for their age, and are therefore making good progress in their learning.

The childminder is very enthusiastic and models having fun, which enhances children's enjoyment, engagement and concentration. For example, she makes very positive responses to the children completing their art and craft games and as children take part in a colouring game. The childminder points out the different items for the shopping game and encourages children to recognise items that they place in their shopping baskets. She talks to children about what they are doing, to support their communication and language. She encourages them to learn more complex vocabulary and copy words, such as 'banana' and 'lemon', and enhances their imagination as she sits and engages in their role play games. Young children show a positive attitude and disposition for learning and are clearly developing skills which prepare them for the next stage in their learning, such as nursery. They readily make choices from a good variety of resources set out in the dedicated playroom and play with things they are interested in.

Children's developing imagination is fostered well, and they learn new skills while engaging in investigative and exploratory play as they combine objects and use things in different ways. For example, they practise their developing hand-eye coordination as they copy shapes and colour in the masks they have made for Halloween. They also enjoy filling and emptying their shopping baskets as they pretend to go on a shopping trip. They imitate home experiences as they pretend to use money and the cash register. They show a fascination in how things work as they copy the childminder, who models how the cash register till opens and makes a loud noise when a button is pressed. Children also learn to create flashing lights, much to their delight, as they operate simple cause-and-effect toys.

The childminder promotes children's mathematical thinking through measuring and pouring games during baking activities. Children are learning to recognise words and numerals in various ways, such as through using books, with effective support from the childminder. The childminder helps the children point out numbers and words while on outings and general activities. There are numbers displayed in books and on a chart. However, there is scope to further assist children to develop their mathematical skills, for example, by using number labelling, both indoors and outdoors, in a variety of ways.

Children celebrate a range of festivals, which include Chinese New Year and Diwali. However, there is scope to develop further opportunities for children to acquire positive attitudes through the use of pictures that reflect the diversity of the wider world, to enable children to explore similarities and differences in themselves and others.

Parents are effectively informed about their children's learning and involved in supporting this at home, in order to help them make optimum progress. For example, they contribute information to the childminder's initial assessment of what children know and can do on entry, and regularly access and contribute to their child's record of learning. They are provided with progress summaries, which they are invited to comment on, and encouraged to support children's next steps for learning.

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

The childminder gathers relevant information from parents when children start attending, which provides her with a base for establishing what children can already do. The information, such as what children like and dislike, helps with settling them into the provision and supports their emotional well-being. This helps to ease their transitions between home, school and the childminder's provision, enabling children to feel comfortable and reassured. Children move from the playroom to the dining area confidently. Their confidence and self-esteem are developing well. The childminder praises them frequently during the activities, for example, as she recognises their achievements when they use the role play cash register and when they independently choose activities. She has a clear understanding of factors that might cause children to behave out of character and she talks regularly with parents about home routines and any changes. As a result, children are very well behaved as the childminder ensures that she is positively engaged with them during their time with her.

Children are developing a secure understanding of how to keep themselves healthy as they follow hygiene practices and know why they need to wash hands before eating and after using the bathroom. For example, they use the antibacterial gel and show the childminder they have clean hands. The well-maintained environment and regular risk assessments of the premises and resources help ensure children are kept safe. The regular practise of the emergency evacuation plan further develops children's awareness of how to stay safe.

The resources available are of good quality and suitable for children's different developmental stages. Children receive opportunities for regular outdoor play, where they can develop their physical skills effectively, for example, through climbing and using equipment that promotes balance. Good attention is given to care routines. For example, the childminder organises the daily routines to ensure she is able to meet the rest and eat times for all children. This supports the children's good health and well-being. Children are developing a very good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy snack choices, such as a variety of fruits and vegetables. They can freely access drinking water, and children talk about the water being good for them and making them grow. The childminder talks to children about why it is important to eat healthy foods, and explains to them how the vegetables are planted to grow naturally. In addition, she sits with the children during lunchtimes and engages in conversations about their interest in their family members, such as grandparents. This results in the children's confidence and self-esteem being supported effectively because they socialise very well together.

Children become ready for their transition to school as their independence and social skills are promoted well. For example, toys and games are stored at a low level, enabling children to see what is available and for them to freely choose and access what they want to play with. They practise their self-help skills with good support from the childminder and they form good relationships with her. Partnerships with parents are embedded well and good systems are in place to ensure continuity of care. For example, daily verbal exchange of relevant information around children's care needs ensures parents are kept fully informed about the care routines.

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

The childminder has a good knowledge of the Early Years Foundation Stage and the learning and development requirements. She has many written policies and procedures to support her practice and promote the efficient and safe management of her service, and parents are well informed about these when their child enrolls. She has previously attended training about positive behaviour approaches for managing children with behavioural issues. The childminder has a clear understanding of appropriate behaviour management strategies. She interacts very well with children and has a very positive attitude to ensuring they are offered consistent praise for their achievements.

The childminder fulfils her responsibilities in meeting all the safeguarding and welfare and the learning and development requirements. She demonstrates a good understanding of safeguarding issues and knows the action to take if concerned about a child's safety or welfare. She updates her knowledge by accessing safeguarding websites. The childminder ensures parents are aware of the policies and procedures which support her practice. Children benefit from accessing a safe and secure environment. The childminder ensures all areas are well organised and all hazards are identified and minimised successfully. She closely supervises the children at activities so they can play and learn in safety.

The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. She makes use of publications to stay informed of changes and has training information on areas of interest to her, such as autism and children's development. She works closely with the local authority to develop good quality practice, and this has helped to develop her own skills. Effective monitoring of the educational programmes and children's progress ensures that children receive good quality learning experiences, matched to their individual needs. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. The childminder has met the previous recommendation raised at the last inspection regarding safety outdoors, which demonstrates a good capacity to improve. The childminder recognises the importance of enhancing the resources to include signage with numbers and additional equality resources. She maintains a good two-way flow of information with parents and carers via daily discussions, daily diary sheets and regular meetings.

The childminder works in partnerships with other settings, in order to ensure that children are making the best possible progress. Relationships with parents are well established. This ensures all adults have a shared and agreed view of children's individual needs, and ensures the progression of children's learning. For instance, parents inform the childminder of their children's needs at the beginning of the placement and regularly discuss their children's learning priorities identified at home and within the setting. Parents are very positive about the quality of service they receive and letters contain many positive comments.

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	EY343599
Local authority	Leeds
Inspection number	930470
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	13/09/2011
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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