

## Inspection date

05/11/2013

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

- The childminder shows a good knowledge of children's learning needs and stage of development, and provides a wide range of experiences that interest, engage and challenge children. As a result, they make good progress in their learning and development.
- The quality of teaching is good as the childminder talks consistently to children at their level, asking open-ended questions to ensure children develop their critical thinking skills and through the good quality time she spends with each child.
- There is secure partnership working with parents. They are well informed about the childminding service and actively engaged in supporting children's learning. Consequently, there is a consistent approach, which ensures children's well-being and progression.
- The childminder has a positive approach to professional development and demonstrates a capacity to improve. Consequently, her knowledge and understanding of the Early Years Foundation Stage requirements is strengthened.
- The childminder provides a very warm, safe, welcoming and stimulating environment, in which children feel secure, happy and very confident.

### It is not yet outstanding because

- There is further scope to extend children's understanding that print carries meaning, for example, by supporting labelling through the displaying of signs.

## 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 children playing and completed a joint observation with the childminder.
- The inspector toured the areas of the home and outdoors used for childminding purposes.
- The inspector spoke to the childminder throughout the inspection.
- The inspector looked at a variety of documentation including Disclosure and Barring Service forms, policies and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the register. She lives with her husband and two children aged 13 and two years in Gildersome on the outskirts of Leeds. The whole of the ground floor and the rear garden are used for childminding. The family has a cat.

The childminder attends a toddler group, activities at local children centres and the library. She visits the local shops and parks on a regular basis and collects children from local schools, nurseries and pre-schools. There are currently two children on roll, both of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6pm Monday, Tuesday, Thursday and 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:

- extend children's understanding that print carries meaning, for example, further supporting labelling through the displaying of signs and words within the home.

## Inspection judgements

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

The childminder has established a good knowledge and understanding of how children learn through play in a short period of time. She is very dedicated to childcare and providing a professional attitude for parents and children in her care. The childminder successfully plans activities that children will enjoy and that cover as many of the areas of learning as possible, through children accessing a wide selection of toys and resources which are age appropriate. The childminder consistently talks to children at their level, giving good opportunities to extend and challenge them at all times, with good questioning to children. For example, as young children take part in a sticking activity, she shows them how to place the resources on the sticky back plastic and blows the feathers, explaining how they move, and children watch and then copy her. This demonstrates the teaching quality is good, encouraging children to think for themselves and to experiment. This also helps children prepare for school and their next transition.

The childminder completes trackers on children, which aids the monitoring of their progress and shows all children are making good progress towards the early learning goals. The children's learning records are well documented with their starting points, and next steps are clearly identified and linked to areas of learning. She regularly completes assessments for children to ensure they are progressing in accordance to their age and

ability. Their learning records also include an abundance of photographs of children having fun, along with examples of their own artwork. The childminder shares information with parents to show what children have been doing at the setting. She also provides parents with frequent opportunities to discuss and record learning moments that have occurred at home, and takes account of any areas of development they wish the childminder to focus on. For example, parents' comment on how the children's socialising has progressed since being with the childminder. This means that parents are actively involved in children's learning.

Children have good opportunities to develop their literacy and communication skills through the wide selection of books freely available to them. Young children choose a book about a big bear monster and sit with the childminder cosily. She reads the story to them and they listen and point to the different animals. As she points the owl out, she makes the noise, which children repeat. The childminder recognises their achievement with lots of praise, developing their self-esteem. To keep children's interest in the story, the childminder uses a good selection of finger puppets. Children are keen to place on their own hands in these and make the sounds and movements of the animals they see. Children enjoy looking at books; however, there is scope to enhance children's literacy skills so they have greater opportunities to see words and signs in the environment.

The childminder encourages children to have lots of fun as they have very good opportunities to develop their expressive art skills. For example, children love to do finger painting as they make different fireworks for their display, and the childminder incorporates this in the celebrating of Diwali for children in her care. This promotes children's understanding of the world around us. They also create and use their imagination well as they make different models out of cardboard boxes they have collected and play spaceships. Younger children love playing with the pop-in peg sorters which they have made. They sit alongside the childminder and manoeuvre the wooden pegs into the top of the box, counting as they enter. This promotes early mathematical skills along with hand and eye coordination. The childminder is aware of the requirement to provide a written summary of children's development in the prime areas when they are aged between two and three, and is implementing clear records to support this. She is already implementing this as she has adapted the progress check at age two for the younger children in her care. This ensures good continuity of care and progress in learning in readiness for the actual progress check, which she continually shares with parents.

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

The childminder encourages new parents to visit with their children and stay and play for a number of sessions. This means she can get to know the families well before she starts to look after them. Parents are encouraged to bring in photographs of the children's families. This helps to build children's self-esteem and confidence and ensures a smooth transition for children from home to the childminder's care. Information is gathered from parents regarding children's likes and dislikes, self-care skills and care routines. This enables the childminder to find out about and meet children's individual needs, and foster their sense of security. Children demonstrate they feel secure within the childminder's home. They are confident to explore and return to the childminder for reassurance and

cuddles, as they know they will receive a positive response. This promotes their emotional well-being and sense of belonging.

The childminder has good measures in place to keep children safe and secure. For example, she ensures that all visitors to her home are recorded in her daily register and all identification is checked. She supervises children closely and ensures that they are kept safe when being transported in her car and when in their pushchairs. This includes making sure she has consent from parents and that all children have appropriate restraints and car seats. The childminder has clear safety rules in place which help to develop children's understanding of how to keep themselves safe. For example, an emergency evacuation plan has been devised and is practised with children. This helps to ensure that the procedure works in practice and helps to develop children awareness of what to do in an emergency. Children's physical development is supported well. They enjoy walking on the daily school run, and go on outings to parks and indoor play centres to provide a variety of different situations in which children can explore their surroundings and learn to take risks. The children also access the well-resourced rear garden daily, where they can climb and balance on apparatus available, play with balls and ride on a good selection of wheeled toys. This ensures children receive lots of fresh air and benefit from a healthy lifestyle.

The childminder provides children with fresh, healthy and nutritious snacks and ensures drinks are available at all times. She supports children's independence well and helps them to develop good hygiene routines, for example, washing their hands before eating, and a good nappy changing procedure is in place. The childminder provides guidance for children about what is acceptable behaviour. She has a very calming personality and is a good role model to all children. She teaches the younger children to say 'please' and 'thank you'. The childminder celebrates children's achievements with lots of positive praise. This promotes children's sense of value and boosts their self-esteem.

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

The childminder has a clear understanding of the signs of abuse and the procedures for reporting concerns, and has attended safeguarding training. In addition, the detailed risk assessments and the use of appropriate safety equipment successfully minimise risks to children. This means children are able to play and learn in a safe environment. Furthermore, she has developed effective risk assessment procedures for all outings she takes with children to protect their safety when they are away from the home. All required documentation is in place and well maintained. The childminder has a confident knowledge and understanding of the learning and development requirements. She continually monitors the experiences that she offers to children to help ensure they provide challenge and variety. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. The home environment is well organised, so children have space to play safely and they are able to access toys and activities easily.

The childminder has established good partnerships with parents. She has developed well-

written policies which underpin the service. She shares these effectively with parents, keeping them informed of her responsibilities. The childminder keeps lines of communication open so that parents exchange regular feedback with her regarding their children's care and learning. For example, the childminder completes daily diaries for each child if requested, and throughout the day sends them 'wow' moments via text. This supports continuity and consistency in the children's care, learning and development. Written feedback from parents is very positive and demonstrates their overwhelming satisfaction with the service and care they receive. The childminder at present does not care for children who attend other settings, although she has a transition procedure in place. She has already built links with local pre-schools and schools in her area in order to ensure continuity of care and learning for children as they progress to other settings.

The childminder has developed her practice since registration to ensure the requirements of the Early Years Foundation Stage, including the educational programmes, are effectively met. She monitors and evaluates her provision through self-evaluation, which includes seeking the views of all users. This provides her with a good overview of her provision and enables her to identify clear targets for ongoing development, such as attending training. This results in children benefitting from a continually improving service. There is a good system in place to observe, assess and monitor each child's progress, through the completing of individual assessments, tracking sheets and summaries for children. This ensures children make good progress towards the early learning goals.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
------------------------------------------------------------------------	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
-----------------------------------------------------------------------	------------

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461107
<b>Local authority</b>	Leeds
<b>Inspection number</b>	917505
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

