

Inspection date

02/12/2013

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 develop close attachments to the childminder. This is because she spends good quality time supporting them in their activities, and she praises them frequently during the day.
- The childminder understands the children's individual learning needs effectively. This results in children receiving good support to help them progress towards the early learning goals.
- The childminder works closely with parents to support children's ongoing progress.
- Children are safe and protected because the childminder has an effective understanding of how to safeguard them.

It is not yet outstanding because

- Other ways should be considered to make the best possible use of numbers outdoors, to extend children's mathematical skills.
- There is scope to develop the use of outdoor resources, to further support children's physical 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 play resources indoors and outdoors.
- The inspector spoke to the children present and to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.

Inspector

Melissa Patel

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 child aged one year in the Wetherby area of Leeds. The whole of the ground floor, one bedroom on the first 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. There are currently seven children on roll, of whom five are in the early years age range. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a degree and has Early Years Professional Status.

What the setting needs to do to improve further

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

- extend the opportunities outdoors for children to develop their mathematical skills, for example, by developing the use of number labelling to extend counting and the recognition of numerals
- extend the opportunities for children to develop their physical skills and creativity outdoors.

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 children's individual learning needs. As a consequence, differing age groups and abilities of children receive good support to help them make progress towards the early learning goals. All children are developing comfortably within the typical range of development expected for their age, according to their starting points and short time spent at the provision. The quality of teaching is good. The childminder ensures that the children receive a balanced and broad range of activities that present challenges for them. For example, she plans a fun activity to help very young children develop their strong exploratory impulse through using different textures. They are motivated as they explore shredded paper in a large tray on the floor. The childminder enthusiastically engages the children as they feel the paper in their hands. She skilfully adds props, such as small toy animals, and she encourages the children to name them and copy the animal sounds. This helps them make sense of the sounds that they hear. She adds interest by hiding different shaped and coloured cards underneath the paper for the

children to investigate. Consistent communication and close interaction from the childminder, during this and all of the activities, support children's language development successfully. The childminder asks questions and uses repetition to aid children's understanding about the happenings during activities. The childminder notices that the children enjoy putting the paper in and taking it out of the tray, and she uses the opportunity effectively to introduce mathematical language to support their understanding, such as in, on and under. She arranges fun and low-level number labelling for children to investigate as they play. In addition, the childminder helps the children count and they begin to use numbers, for example, through books and as they learn rhymes. However, there is scope to help children to extend counting skills and use numerals, and therefore further develop their early mathematical skills. For example, by extending the number labels and how they are used within the outside play area.

The layout of the home is stimulating to engage children's learning. For example, children's very early literacy skills are effectively supported because the home is full of books, and low-level words are displayed imaginatively and used with the children. Children receive good encouragement from the childminder as they progress their small physical skills, for example, as they fix jigsaws together and as they work out how to operate resources that require pressing or twisting. Children have many opportunities to progress their large physical skills, for example, as they actively explore floor activities indoors, such as using jugs to fill and empty water. Outdoors they go for walks and use small climbing equipment. However, there are other opportunities to explore, to further assist children's development of their physical skills outdoors, through using different sizes and types of construction materials which they can fix together in a variety of ways.

The childminder uses what she observes about children effectively, to plan children's next steps in learning across the seven areas. For example, she makes plans to successfully extend their physical skills, and to help them learn about the world through investigating a broad range of resources that include natural materials. The childminder makes sure that the identified area to develop is carried through in daily activities, and this is clearly evident through precise planning. All of this supports children's all-round skills and their readiness for school effectively. Parents are fully included in their children's learning right from the beginning before children start at the provision. This is because the childminder gathers detailed information from them about each child and uses this information to plan children's learning. Discussions and the regular sharing of the children's records of learning ensure both parties work together to support children. The childminder has a clear understanding of the purpose of, and how to implement the progress check at age two, to enable her to demonstrate to the parents how the children are developing in the prime areas of learning when they reach the appropriate age. The childminder works alongside the parents to help children achieve important milestones, such as progressing their physical and social skills. She encourages the parents to share information about what the children do at home, such as how they progress with exploring messy play and what stories they enjoy. This helps the childminder plan for the children's future learning.

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

The childminder supports children's developing independence effectively during daily activities and routines. For example, very young children have freedom to choose resources and they are encouraged to indicate when they are hungry, which they do. The childminder is skilful at asking questions at this time and through other routines to support children's individual needs and their thinking process. During daily events she talks to them cheerfully and consistently, and she adds to their resources as they play if appropriate, to create more challenges for the children. For example, she skilfully takes the opportunity to engage the children in a story as they take an interest in books. The good quality input the childminder gives results in the children developing close attachments to her. In addition, she consistently praises them frequently during the day, for example, she notices their achievements as they eat their snack and as they recognise animal sounds during an activity. Consequently, the children's behaviour is good and they respond positively to the childminder. For example, they smile and they demonstrate their confidence by trying out new tasks. The resources are in good condition, organised effectively overall, and appropriate for the children's different needs and developmental stages.

The effective support that the children receive in building close attachments and confidence gives them strong skills to develop their learning. In addition, acquiring these skills prepares them well for their transitions from the provision to playgroup, nursery and school when the appropriate time comes. In addition, the childminder has a clear understanding of the importance of talking to children about new happenings, such as moving on to another provision, to support their confidence and emotional security. The childminder works effectively alongside parents to support the transition process, and when they first attend her provision. For example, she finds out about the children's individual needs so she can effectively support them.

Healthy lifestyles are successfully promoted because the childminder ensures that the children receive regular outdoor activities that promote exercise, such as going to parks and playing in the garden. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as breadsticks, cheese chunks and fruit, for snack and a balanced menu for meals is implemented and shared with parents. The childminder is proactive and enthusiastic in all her interactions, which includes talking to children about the importance of eating healthy foods as they eat. The childminder encourages them to wash their hands and she talks to them about why keeping their hands clean is vital. This effectively supports children's thinking, and promotes their good health. Children are cared for in a home which is hygienically maintained and is risk assessed effectively. This ensures that the children can safely explore the environment and resources. They learn about risks and how to manage them. For example, the childminder teaches them to help tidy up, and she follows through fire evacuation practices.

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

The childminder has a good understanding of the safeguarding and welfare requirements and she successfully implements them. For example, she knows how to keep children

protected and what to do if there are any concerns about a child in her care. She also demonstrates a good knowledge of the importance of ensuring all required persons have appropriate background checks, to ensure their suitability to be with children. Safeguarding procedures are clear and a good source of information to parents.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the effective use of assessment to inform planning a broad and balanced range of activities to support children's individual needs. The childminder forms good relationships with parents through liaising with them regularly to ensure that the children's all-round needs are consistently supported. This is the childminder's first inspection since registration, and she has taken clear and effective steps to monitor and evaluate her practice to support children. For example, the childminder takes account of parents' views by frequently sharing information in various written forms and through discussion. This ensures any ideas or changes to parents' requests are effectively implemented into learning plans or care routines. The childminder has a clear awareness of her strengths and areas for development and a very positive attitude towards making continuous improvements for children. For example, she has implemented an effective way of using observations and assessments to support children's next steps in learning. The childminder's qualifications do have a positive impact on children's learning and development, because she uses the underpinning knowledge gained to effectively support her practice with them. In addition, she liaises with the local authority adviser, and takes on their advice to ensure she continues to develop her provision. All of this supports children's overall development and their well-being effectively. The childminder listens to children and responds effectively to their needs in daily practice. This helps children have a voice throughout daily events.

The childminder is building links with other early years provisions, and she has a good understanding of the importance of liaising with these provisions to support children's care and learning. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required in the future. This ensures that the childminder is effectively prepared to support children in a variety of different contexts.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY463301
Local authority	Leeds
Inspection number	923304
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
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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