

Inspection date	11/12/2013
Previous inspection date	04/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 children progress effectively with their learning because they receive a broad range of activities tailored to meet their individual needs.
- Children develop positive relationships with the childminder. This is because she spends good quality time supporting them in their activities, and she praises their achievements.
- The childminder works closely with the parents to support children's ongoing progress.
- The childminder has a clear and effective understanding of how to safeguard children. This results in them being safe and protected.

It is not yet outstanding because

- There are other ways to make the best possible use of numbers outdoors to extend children's mathematical skills.
- There is scope to add more specific text to the learning environment, to support children who speak English as an additional language.

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 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 evaluation documents, the learning records and the policies and procedures.
- The inspector observed play resources indoors and outdoors.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged five and 13 years in the Middleton area of Leeds, West Yorkshire. The whole of the ground floor and outside play area are used for childminding.

The childminder attends a toddler group and she visits the shops, a farm and parks on a regular basis. She collects children from the local schools. There are currently 10 children on roll, of whom five are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except family holidays. She supports children who speak English as an additional language.

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 for children to become familiar with written words. For example, by incorporating further print into the environment, to include children's specific home language

- extend the opportunities for children to develop their mathematical skills outdoors. For example, by maximising the use of number labelling to support activities that involve the recognition of numerals.

Inspection judgements

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

The childminder understands the children's individual learning needs effectively. This results in the differing age groups and abilities of children receiving good support to help them make progress across the seven areas of learning. All children are developing comfortably within the typical range of development expected for their age, according to their starting points, and they have developed effectively since attending the provision. The quality of teaching is good. The childminder plans challenging activities for the children, tailored to meet their needs. For example, the children enjoy an activity exploring toy animals and characters that link to familiar stories. The childminder cheerfully and enthusiastically engages the children as they explore them. She effectively adds to their learning by asking questions to aid their thinking, and she teaches them about the names of colours and helps them name the animals and the characters. The childminder encourages them to recall events in the stories, skilfully adding the appropriate book that links to the characters that they are discussing. This helps the children make links to their

individual experiences and knowledge, and supports their early reading skills effectively.

Consistent communication and close interaction by the childminder in all of the activities support children's language and communication skills successfully. Good input from the childminder supports children who use another language at home as well as English. For example, she learns key words in the children's home language to use as they play. In addition, she introduces mechanical toys that use English words and the specific home language that the children use, to support them. There are lots of words and labelling in the environment to give children a clear message that words have meaning, and there is some text in varied languages through a welcome poster. However, there are other ways to help children who speak English as an additional language to become more familiar with text and therefore, further progress their very early literacy skills. For example, by adding text in the children's specific home language alongside English within the home environment. The childminder supports children's mathematical skills well overall. For example, children are encouraged to count during activities and routines. They build with bricks and learn about size as the childminder introduces mathematical language, such as bigger and smaller. The childminder arranges low-level number labelling for children to investigate as they play indoors. However, there is scope to help children to extend their knowledge of 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 childminder uses what she observes about children effectively, to plan children's next steps in learning across the seven areas. For example, she successfully identifies appropriate areas of learning to develop, such as their communication skills. The childminder uses assessment to introduce new ideas and ways of exploring the resources that the children like. This results in them developing their all-round skills. Tracking of children's development is clear and precise and built on to aid progression. All of this ensures that the children's readiness for school is effectively supported. The childminder works closely with the parents, involving them successfully in the children's learning through discussion, and through the regular sharing of the children's records. The childminder implements the progress check at age two effectively, working alongside parents to ensure children achieve milestones within the prime areas of learning. In addition, parents and the childminder agree relevant areas to develop, to support children in the provision and at home, such as their social skills.

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

The childminder supports children's developing independence effectively during daily events. For example, the children freely explore and select toys that support their interests. During this process, the childminder uses talk consistently and she finds new ways to add to the resources as they play. This creates interest and challenges for the children. As a consequence, the children develop close attachments and positive relationships with childminder, and because she is giving them good quality time. She frequently praises them, for example, she recognises their achievements as they climb the slide and for counting and naming colours. As a result, children smile happily and continue confidently with their play and their behaviour is good. The resources are maintained very

well and are easily accessible and appropriate for their differing developmental stages.

The good support that the children receive to help them develop strong skills, such as forming positive relationships, prepares them effectively for their transitions from the provision to nursery and school. In addition, the childminder has a clear and effective policy in place to ensure parents and all persons involved with the children give good support to children when they move on to another provision. For example, this includes reading books about changes and talking to children about the process. This supports children's well-being effectively.

Children develop a good understanding of healthy lifestyles because the childminder ensures that they receive regular outdoor and indoor activities that promote exercise. 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 fruit at snack time and a balance of food groups for mealtimes. The childminder talks to the children about the importance of eating healthy foods. This supports children's thinking, and promotes their good health. Children are cared for in a clean home environment, which 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 how to climb steps safely, such as the slide steps outdoors. She acts as a good role model. For example, she clearly explains why this is important to keep themselves safe as the children play.

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

The childminder implements the safeguarding and welfare requirements effectively. For example, she has a clear knowledge of how to keep children protected and who to contact if any concerns arise about a child in her care. She is fully aware of what type of concerns must be acted on and the relevant professional body to notify if necessary. Since the last inspection by Ofsted, where the setting received an action to improve and one subsequent monitoring visit, the childminder has reflected on her practice clearly and purposefully. This reflection has resulted in strong improvements to support children. For example, the action raised to ensure that children are robustly safeguarded with particular regard to carrying younger children in the car when collecting children from school is now effectively met. The childminder has fully reviewed all aspects of her safety practice, which includes introducing and implementing a clear and effective procedure regarding the use of her car, and when collecting other children from other venues, and she has shared this information with the parents. Risk assessments have been reviewed, and are clearly focussed. This ensures that the children are kept safe and that their well-being is effectively supported.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the effective planning and input the children receive during activities and routines, to support their individual needs. The childminder forms strong working relationships with parents, working closely with them to support the children's ongoing development successfully. In addition to the

childminder's effective improvements to safeguard children, she has met the recommendation raised at the last inspection by extending the use of self-evaluation. For example, she has introduced purposeful questionnaires for parents to use to voice their views. The results of this demonstrate that parents are very happy with the care that their children receive and with the activities provided, and subsequently how their children progress at the provision. Evaluation focuses clearly on how to develop and move forward to continually support children's care, safety and learning needs. 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 demonstrates a strong commitment to continually update her provision, and she is proactive in taking advice from the local authority development workers and finding a more effective way of supporting children. The childminder has also devised an effective way of monitoring what resources she uses to ensure all areas of children's learning are supported. In addition, she has introduced regular monthly summaries of children's progress to ensure any gaps in their learning are effectively identified and filled. The childminder has maintained all required training, and keeps updating her knowledge through regularly researching information. All of this means that she is vigilant in promoting children's all-round development effectively.

The childminder liaises effectively with other early years provisions to support children. For example, she finds out information and builds on what the children do at other provisions, focusing on the children's individual needs, such as developing their communication and language skills. She has a clear understanding of the importance of liaising in partnerships with other agencies when required to support children. All of this means that children's learning and well-being are effectively supported, and enables them to make good progress.

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	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	EY391311
Local authority	Leeds
Inspection number	906270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	04/02/2013
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

