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| Inspection date | 20/11/2013 |
| Previous inspection date | 07/12/2010 |

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| 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

- Children who speak English as an additional language make good progress in communication and language. The childminder places a high priority on this throughout the session and uses stories, songs and rhymes to extend this further.
- The childminder knows the children well. This means that she can plan a good range of activities to support children's learning, matched to their individual needs and interests.
- The childminder has a good understanding of her responsibilities with regard to child protection. Her home is safe and good steps are taken to reduce potential dangers. Children are safeguarded well while in her care.
- The childminder has established good links with parents and other providers. Consequently, children's care and learning is well promoted and supported throughout.

It is not yet outstanding because

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

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 a joint observation with the childminder.
- The inspector observed children playing in the home and also outside in the garden.
- The inspector looked at some documentation including the children's learning records.
- The inspector talked to the childminder and children throughout the inspection.
- The inspector checked evidence of the childminder's suitability and qualifications and the arrangements for self-evaluation and improvements.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the register. She lives with her husband in Otley, West Yorkshire. The whole of the ground floor, the upstairs bathroom and the rear garden are used for childminding. The childminder occasionally works with a registered assistant.

The childminder attends a toddler group, activities at local children's centres and the library. She visits the local shops and parks on a regular basis. She collects children from local schools, nurseries and pre-schools. There are currently 13 children on roll, seven of whom 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 Bank Holidays and family holidays. The childminder cares for 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:

- enhance the learning environment, making it more rich in print and pictures, to further promote and support children's understanding of words and what they mean.

Inspection judgements

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

The childminder plans a range of interesting, motivating and challenging activities across the seven areas of learning that are matched to the needs and interests of individual children. She has a good knowledge of where children are in their learning because she uses information from parents and her own observations to establish their starting points. Ongoing observations are used to inform her practice and she uses these to identify further learning opportunities. Activities and routines are planned carefully with the needs of individual children in mind. For example, as children become more confident within the home environment, she starts to attend a local toddler group to help less confident children to socialise with other children. Her observations and assessments are matched to age-related expectations. This means that the childminder has a clear picture of where children are in their learning and she can identify areas where they need further support. Consequently, all children, including those with English as an additional language, make good progress in relation to their starting points and so are well prepared for their future learning and the eventual move on to school.

Teaching is mainly effective because the childminder knows how to interact with children

to support their interest and learning. She encourages the children to sit with her and look at the different animals in the book as a way of developing their speech, interest and understanding. They look at the picture of the snake and the childminder says it begins with the letter 'S' and children repeat the sound. The childminder then gets some props and sits on the floor with the children to do a variety of action songs using them. Children sing about the monkeys and count how many she is holding. Children learn to count to four and get lots of praise from the childminder. They have access to a good selection of books, however, children's early recognition and understanding of words and pictures around the home is not fully promoted, because they do not see text in a variety of contexts in the everyday home environment. Children get good opportunities to play out in the well-resourced garden where they extend their skills and practise moving their bodies in different ways. They eagerly put on their coats and shoes, helping to develop their independence, and then learn to use their large and small muscles effectively as they play on the bicycles and in the water tray. Children are keen to show their friends how they can draw on the floor with the water and paintbrushes available and that they are making lines. These activities help develop children's early recognition of mark making.

The childminder completes the progress check at age two and gives good information to parents and other agencies involved. She ensures that she informs parents of how their children are progressing within the prime areas of learning and development. She also completes a report to accompany this and parents are given opportunities to contribute. This helps to ensure a good quality of continuity of care and that parents and the childminder are working closely to enable an awareness of children's progress.

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

The childminder provides a welcoming environment where children are clearly happy, settled and very much 'at home'. She is warm and caring and develops close attachments with the children. Children approach her confidently and with much affection, and this is returned as she sits them on her knee for a cuddle. Care is taken to gather lots of information about children's individual likes, dislikes, needs and interests before children start to attend. This helps the childminder to settle children in quickly and make an easy transition into her care.

The childminder is calm and caring and treats children with sensitivity, respect and understanding. She gently supports them to develop an understanding of acceptable behaviour and gives them lots of positive reassurance. This builds children's confidence and helps them to form relationships with both children in the home and in other settings they attend. Displays of children's creative work, such as their free drawing and different achievements they have completed, demonstrate that the childminder highly values children's accomplishments. This supports them in developing their self-esteem and self-confidence skills, preparing them for their transition to school. The childminder teaches children to become independent as soon as possible. For example, she encourages them to dress themselves when getting ready to go outside to play, but is close by to supervise and help when needed. She makes sure there are a range of resources that are easily accessible, and this encourages them to make their own choices.

Very good provision is made to promote children's health. Children enjoy lots of outdoor activities. As well as trips to the park, they very much enjoy being in the garden areas. They use the equipment, play with the bicycles and trucks and run around the large area. Snacks are healthy and nutritious, and with all the physical exercise children enjoy, they have good appetites. Parents provide their children with packed lunches, and the childminder and parents work together to ensure these are nutritious and healthy. High standards of hygiene are maintained throughout childminding areas to help prevent the spread of infection. The childminder teaches children about risks and how to manage them. For example, she talks to them about how to stay safe indoors and outdoors as they investigate the environment and resources. Children also wear high-visibility jackets when out in the community, as well as restraints when needed as they walk to school and parks as the childminder reinforces how to cross the road safely.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments to help to provide a safe environment for children to play, both in the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a good and clear understanding about her responsibilities in making sure adults act appropriately and correct procedures are followed in order to protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She records all incidents, accidents and complaints in a thorough manner, to ensure that children are cared for in a safe environment and are supervised at all times.

The childminder has a good understanding about how children learn through play and real experiences, and how to promote good progress in their overall development. She has an effective system that gives her an overview of children's progress, which helps her to successfully identify any gaps in their learning.

Overall, the childminder promotes positive partnerships with parents. She supplies important information about her childminding service by way of written policies and discussion. The childminder encourages a daily exchange of information, verbally and written, to meet children's individual needs well. She completes a daily diary, which gives parents a detailed account of their child's day if required by parents. Parents say that they appreciate the communication methods and they also praise the childminder's enthusiastic approach, range of activities and the progress their children have made since attending.

The childminder evaluates her provision through ongoing reflective practice. She adapts and changes resources according to children's interests and abilities. The childminder identifies relevant areas for development. She has addressed the recommendations from her previous inspection. For example, she has enhanced resources to further embrace diversity, and children can now access a good variety of small world resources and books, and also celebrate the traditions of different countries. This helps children to understand about the world around us. The childminder keeps up to date with changes and improves

her knowledge through reading early years publications, and through regular contact with other professionals. All this helps her to continue to develop children's learning experiences.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | 319839 |
| Local authority | Leeds |
| Inspection number | 941635 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Name of provider | |
| Date of previous inspection | 07/12/2010 |
| 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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