

**Inspection date**

17/12/2013

Previous inspection date

24/02/2011

**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 gives priority to promoting children's communication and language development. The childminder speaks slowly and clearly, sensitively repeating words. This helps children to develop listening skills and clear speech.
- Children are settled and show good levels of confidence in the childminder's care, as she gives a priority to ensuring that she understands their individual welfare needs and works in close partnership with their parents and other providers the children attend.
- The childminder has a positive approach to professional development and demonstrates a strong capacity to improve. Consequently, her knowledge and understanding of the Early Years Foundation Stage requirements is strengthened.
- Children benefit from a wide range of interesting and stimulating activities that ignite their creativity, imagination and enjoyment. As a result, they make good progress in their learning and development and are well prepared for their next stage in learning.

**It is not yet outstanding because**

- There is further scope to develop children's listening and attention skills through using puppets and props at story time.

## 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 talked with the childminder and children throughout the inspection.
- The inspector looked at the children's learning records, a variety of policies and other relevant documentation, such as accident and incident records.
- The inspector completed a joint observation with the childminder.
- The inspector observed the children playing with a good selection of toys and activities.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Pudsey on the outskirts of Leeds. The childminder works alongside her daughter, who is also a registered childminder. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. The childminder holds a childcare qualification at level 3.

### What the setting needs to do to improve further

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

- enhance opportunities to develop children's listening and attention skills through, for example, introducing puppets and props at story time.

## Inspection judgements

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

The childminder uses her good knowledge of the Statutory framework for the Early Years Foundation Stage to plan effectively across all of the areas of learning. This ensures that children are actively engaged in a good range of activities that support all aspects of their learning and development very well. The childminder has a secure understanding and knowledge of the children she cares for. Starting points are clearly identified in consultation with parents on entry to the setting. The childminder makes good use of observation and assessment information to monitor what children already know and can do, and to set future challenges for their next stage of learning. As a result, all children make good progress towards the early learning goals, and any developmental gaps are addressed and attended to effectively.

Children move around the home with confidence and independently choose from the good selection of toys and resources clearly labelled. The children play well together as they reach for the ball, and the childminder gives good instructions, which the children follow well. They sit on the floor and roll the ball between their legs to their friends, shouting 'goal' as they roll it, and they receive lots of praise and reassurance from the childminder.

This helps to develop children's confidence and social skills as they take turns in the game. The childminder provides a good balance of child-initiated and adult-led play. Children choose to play with the zoo and farm animals. They show the animals to the childminder, who asks 'what animal is that?' and 'where do you think they live, in a zoo or farm?' Children respond well telling her 'it is a cow and it lives in farms'. Children are encouraged to make good decisions and are given the choice of a farm or zoo and they decide on a farm. The activity continues as they make the noises of the animals and younger children imitate the names of them and sounds they make. The children receive lots of praise from each other as well as the childminders. This develops children's early recognition of different words and animals they can find at the farm, and boosts confidence as they make decisions for themselves. The childminder tells the children about the animals and they begin to listen and choose other animals to place in their farm. This helps early development of their imagination as they place them around the farmyard. Children have a good selection of books that they can choose from. They reach for the book about Christmas, looking at the different pictures and turning the pages for the childminder and pointing to the big tree and the lights. Children choose another book and they listen as the childminder tells the story. However, there is scope to extend their concentration span using puppets and props at story time to add further interest.

Teaching is good as the childminder engages children in good quality conversation. She asks open-ended questions and promotes their thinking. Consequently, their vocabulary and language skills are being developed effectively. Children listen to her as she asks them their names and what letters are in it, and children respond well, telling her and the co-minder how to spell their name. She then encourages the child to write it on the artwork that they have completed earlier. This promotes children's recognition of letters and their writing skills. It builds on children's communication and listening skills, along with their self-esteem and confidence as they proudly show it to others. Activities and regular outings help to promote children's social skills and build relationships with other adults and children. For example, children visit activities at local children's centres and various child-orientated groups. Children are supported to develop their school readiness. This is because the childminder encourages them to become independent and learn skills for the future, such as dressing themselves and using the bathroom without support.

Parents receive timely and informative suggestions about how best to support their child's learning at home. In addition, they are asked to add comments in their learning records. This enables them to fully engage in their child's learning and take pride in their achievements. As a result, the childminder and parents work very closely together to plan future activities to accurately reflect children's needs and interests. The childminder has built strong and effective relationships with other early years professionals, promoting continuity in children's shared learning experiences. The childminder implements the progress check at age two and works in conjunction with her co-childminder when completing these, ensuring that the prime areas are completed and children's progress is identified. She also ensures that parents and other professionals are included in the completing of these to promote continuity of care for children.

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

Children's all-round health is fully promoted in the setting. They benefit from the good provision of healthy and nutritious meals and snacks, which are planned effectively according to the children's dietary needs. Children also enjoy opportunities for fresh air and exercise. For example, they take regular walks to and from schools and play at the local parks and in the well-resourced garden. All of this helps to promote children's awareness of a healthy lifestyle. The childminder, along with her co-minder, promotes children's understanding of good hygiene practices. For example, they are encouraged to wash their hands, using disposable towels to dry them and anti-bacterial gel before mealtimes and after messy play. The childminder displays posters in the bathroom to further promote the importance of washing hands. She follows and implements a good nappy changing procedure, using disposable gloves and wiping the mat before and after use and ensuring that she wipes her hands. Children all have their own easily identifiable drinking cups to hand. All of these good procedures help children to understand about the importance of staying healthy and also prevent cross-infection.

Children's safety is given high priority. For example, children practise fire drills and on the way to school the childminder talks about looking and listening for cars and the wearing of high-visibility jackets. When in the home, the childminder gives clear explanations to children about how to keep safe. For example, children are told about the importance of tidying toys away before getting any more out, in order to prevent accidents. This helps to develop children's awareness of safety and promotes a safe environment. The children's behaviour is very good. The childminder sets clear boundaries and encourages children to share and take turns. Children respond very well to gentle reminders of how to be polite, share and use good manners. For example, at mealtimes children say 'please' and 'thank you'. The childminder is a very positive role model for children. She implements a very positive behaviour policy, which is regularly updated with her co-childminder, and she always ensures that parents are fully aware of their behaviour strategies in place and work together. The childminder consistently praises and encourages the children, building on their self-esteem in a child-orientated, well-resourced and fun environment.

The childminder has good transition procedures in place when children first arrive. She gathers good information from parents to ensure their child's needs are met. Along with her co-childminder, she ensures that settling-in times are flexible and meet the needs of all children. This helps children to settle and bond well with their key person and the other childminder within the home. The childminder fosters children's sense of community and responsibility as they go out regularly into the local community, for example, to collect older children from schools. This sense of familiarity and the links the childminder promotes with other practitioners support children's ongoing learning. This good combination provides support that builds children's self-esteem, helps them develop key skills for moving on to school and supports them in times of transition.

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

Children are safeguarded and their welfare is protected. The childminder is fully aware of her responsibility with regard to child protection, and understands that the welfare of children is paramount at all times. A safeguarding policy is in place and the childminder

knows when and how to report concerns to the appropriate agencies. The childminder understands about informing Ofsted of any changes to household family members. The property is safe and secure, and the childminder ensures that any hazards are identified in and out of the home and that action is taken to reduce the risk of accidental injury. Strong daily and annual risk assessments are carried out and reviewed by the childminder and her co-minder to ensure a safe environment.

Relationships with parents are good. Through effective communication and information sharing, parents and the childminder work well together to plan continuity for children's care and learning. In addition, through providing detailed information about how children's learning is delivered in the setting, parents fully understand how the childminder supports and promotes their child's learning. This effective communication contributes to meeting children's individual needs. The childminder offers parents daily diaries and opportunities to contribute in their individual learning records. All of this ensures good involvement for parents and recognition of children's progress and good continuity while with the childminder. The childminder fully understands the importance of working in partnership with other settings children attend and any professionals involved in children's care, in particular the local nursery and children's centre. She has well-established links with the local schools that children attend and ensures that children have a good relationship with the teachers and know them through visits to the school. The childminder has systems in place for sharing information with the teachers when the time arises for children to begin school. At present, the childminder shares regular reports with the nursery that children attend. This ensures good continuity of care for children.

The childminder demonstrates a very positive approach to improving her professional development, in order to enhance the learning, development and care of the children in his setting. She has addressed all of the actions and recommendations from her previous inspection. For example, she has updated her policies and procedures and has reviewed all risk assessments to ensure children are in a safe environment. The childminder completes a self-evaluation record, along with her co-childminder, and they recognise the strengths and improvements of them as individuals as well as those that can benefit the children who attend. She attends regular training to improve her own knowledge and understanding around caring for children. The childminder monitors children's progress. This means that she can check they are developing in line with the developmental milestones appropriate to their age.

### **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

<b>Unique reference number</b>	319951
<b>Local authority</b>	Leeds
<b>Inspection number</b>	947982
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/02/2011
<b>Telephone number</b>	

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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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