

<b>Inspection date</b>	29/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 has a secure knowledge of how children learn and the quality of her teaching is good. She provides a rich, varied and stimulating educational programme. As a result, children are motivated to learn and make good progress from their starting points.
- Children play in a safe and secure environment. They are safeguarded well because the childminder is fully aware of her responsibilities to protect them from harm.
- Partnerships with parents are effective as the childminder is committed to working effectively with them. Daily verbal communication and written information ensures they are kept well-informed about their child's care and learning.
- The childminder shows dedication to enhancing and developing her service. She acts on advice, attends training to develop her knowledge and her action plans for improvement are well-targeted to strengthen her provision.

#### **It is not yet outstanding because**

- There is scope for the childminder to extend further the use of the garden to fully support children's very good outdoor learning experiences.
- There is room to further enhance the way children are able to share with the childminder how they are feeling.

## 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 the children and the childminder in the playroom, kitchen and garden and talked to them at appropriate times throughout the inspection.
- The inspector sampled a range of the childminder's documentation, including, children's learning records, disclosure and barring checks, qualifications, and the self-evaluation.
- The inspector carried out a joint observation with the childminder, which involved the children playing a colour game.
- The inspector acknowledged the views of the parents through the written documentation available.

## Inspector

Lindsay Dobson

## 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 Childcare Register. She lives with her husband and two children aged ten and six years in a house in Rothwell on the outskirts of Leeds. The whole of the ground floor of the home and the rear garden are used for childminding. The family has two dogs, two cats and a terrapin as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, of whom three are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to 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 further the use of the garden to support children's outdoor learning experiences across all areas of development
- enhance the ways in which children can let others know how they are feeling, such as using feelings books or enabling children to place their own photograph on a feelings board.

### Inspection judgements

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

The childminder works hard to extend and maintain her knowledge of childcare and child development. This supports her to be a dedicated childcare practitioner who supports children to make good progress in their learning and development. She does this through the provision of a very good range of stimulating toys and activities and the quality of her teaching. Effective observation and assessment of children further supports ongoing progress. The learning environment is exciting and vibrant to children. Toys and activities are freely accessible, enabling children to make independent choices which inspire them to be motivated and interested learners. The childminder gathers valuable information from parents about what their children can do when they start at the setting. She uses this knowledge along with her own initial observations of children to establish their starting points from which she completes their individualised planning. The childminder completes regular ongoing observations of children engaged in play. She ensures she relates these to the areas of learning and illustrates them with photographic evidence and children's own art work. Children's learning is tracked using the Early Years Outcomes and parents are

kept up-to-date and involved in the learning process to enable them to successfully support their children at home. Parents are also involved in the completion of the progress check at age two years. This results in a collaborative approach to development which includes, well planned activities using children's next steps and personal interests.

Children enjoy the opportunities they have to make independent choices in their play. For example, they choose to play with a game that involves coloured disks, matching colours and a turtle. This game is available to them as the childminder has highlighted it as a good way to support a current identified area of learning. As the game is electronic it also supports children's early understanding of technology, as they work out that by pressing buttons there is a reaction by the turtle. This provides excitement for the children and supports their developing attention skills. When the turtle asks the children to find a specific coloured disk they are eager to find the colour and match it to the spot on the turtle's leg. The childminder shows her good quality of teaching as she recognises that some children are reluctant to fully contribute as they do not want to make a mistake. To support this she changes her strategy, for example, if she asks for a blue disk and one of the children is unsure she chooses one herself and says 'I think I might use this blue one.' This enables the children to see her and then match the colour confirming they are right without feeling under pressure. This not only supports their learning in the identified area but also their self-esteem as they achieve the outcome with the game. Children are excited as they help the childminder to put some new sand into a play box for them to investigate. The childminder develops their language skills as they help her with this task. They respond to her open ended questions by telling her there is too much sand in the box and use descriptive language to tell her the sand feels squishy. She also introduces new vocabulary explaining to them that she thinks it feels soft. The children decide to add dinosaurs and some shells from the treasure basket to the sand and use their developing imaginations as they chatter to each other as they play. The childminder also supports the children to play together which supports their social skills and prepares for the move onto nursery and school. The childminder encourages the children to help her to plan future activities, such as making bird feeders. The childminder also plans for the children to include their parents in this activity, because when they take them home, they will also take a sheet to record the number of birds they see coming to feed. This promotes children's understanding of the world, their counting and recording skills and also supports a collaborative approach between the childminder's setting and the children's home.

The childminder provides a stimulating learning environment indoors, covering all areas of learning. She displays and labels resources well so that they are accessible for all children, enabling them to make their own choices. The outdoor environment is also used well. For example, children begin to develop their understanding of the world as they plant flower bulbs and water them to help them to grow. There is however, scope to improve opportunities for children to use open-ended resources in different ways and to access all areas of learning during outdoor play. The childminder's knowledge of individual children and the quality of her teaching fosters the characteristics of effective learning. This enables children to play and explore, be creative and think critically as they make good progress towards the early learning goals.

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

The childminder ensures her home is comfortable and relaxed, but also stimulating, well-resourced and welcoming to all children and their extended families. Children's well-being is effectively supported and promoted by the childminder. She has a clear understanding of children's individual needs and responds to them in a calm and positive manner ensuring they feel safe, secure and happy in her care. Children are learning about a healthy lifestyle as they are provided with very well-balanced nutritious meals and snacks. They learn about good personal hygiene as they use individual paper towels to dry their hands, therefore, preventing cross infection. Also, through the conversations they have with the childminder who supports their learning and understanding with clear explanations. Physical play and fresh air form an important part of the daily routine, both in the childminder's garden and in the local community. They further enhance the children's opportunities to be healthy and active, with favourite activities including visits to the local animal petting farm and the park.

Transition arrangements are good and children settle well as the childminder meets with their parents and encourages them to spend time in her home enabling her to follow their individual care routines. Good information is shared with the parents each day supporting good partnership working. Daily chats and written daily diaries ensure that important information about children and their family lifestyle is shared to support children's continuity of care. Behaviour is managed in a very calm, caring and consistent manner by the childminder. Children receive lots of praise raising their self-esteem and ensuring they are confident to try new activities and develop new skills. Through this consistent and positive intervention and gentle reminders young children learn to take turns, share toys and they show care and concern for their friends as they play alongside each other. There is however, scope to further improve the way some children are able to share their feelings with the childminder, other adults and their peers.

Children are kept safe in the setting and on outings as the childminder closely supervises them and gives them good attention. She has made good use of safety equipment in the home, such as, safety gates and cupboard locks. Children are learning how to manage their own safety, for example, they learn the importance of keeping the play room tidy and help the childminder to sweep up the sand they have spilt onto the floor. Children practise the emergency evacuation drill from the home, which the childminder keeps a record of and they learn about road safety when away from the setting.

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

The childminder has a very good understanding of her responsibility to protect children from possible harm. She has attended safeguarding training so has a robust knowledge of the procedures to follow should she have any concerns about children in her care. Very detailed risk assessments ensure children are safe indoors, outside and on outings. Effective safety equipment is well used and the childminder fully understands her responsibility to maintain the correct adult to child ratio. She ensures children are well supervised and keeps a detailed record of children's arrival and departure times. Comprehensive documentation including robust policies and procedures underpin the

childminder's good practice and share her responsibilities with the parents. Disclosure and barring checks are in place for the childminder and her husband. Consequently, children's safety and well-being are given a high priority.

The childminder continues to attend training events to increase her knowledge in a wide variety of childcare courses, for example, The Henry Approach, which supports children's understanding of health and exercise. The childminder is also keen to gain a recognised childcare qualification. In the interim period she is doing a lot of independent research to enhance her knowledge. She uses this to provide a very good range of activities which enable children to make good progress in their development. Effective monitoring of planning and progress enables the childminder to identify and address gaps in learning and areas requiring additional support. The playroom is well-organised to meet the changing needs of the children and provides enjoyable play experiences.

Relationships with parents are good and information is regularly shared. For example, daily discussions and a written diary are used to ensure a constant exchange of information. These especially focus on children's well-being and the activities they have been involved in during the day. The childminder understands the importance of reflecting on her practice and continues to maintain a written evaluation document to identify her strengths and areas to improve. Clear action plans enable her to continuously develop her provision and act upon identified areas to further benefit the children's care, learning and development. Parents are very complimentary about the high levels of care their children receive; through their responses to questionnaires and written statements in children's learning records and diaries. The childminder is proactive in developing links with other settings that provide the Early Years Foundation Stage, working closely with them as children move onto pre-school and school. This supports their progress and continuity of care and learning.

### **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>	EY465601
<b>Local authority</b>	Leeds
<b>Inspection number</b>	932325
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
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