

Inspection date	16/12/2013
Previous inspection date	15/04/2013

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 quality of teaching is good as the childminder talks consistently to children at their level, asking open-ended questions to ensure children develop their critical thinking skills and through the good quality time she spends with individual children.
- There is secure partnership working with parents. They are well informed about the childminding service and actively engaged in supporting children's learning. Consequently, there is a consistent approach, which ensures children's well-being and progression.
- The childminder's drive for improvement is effectively supported by robust systems that monitor and review the quality of her provision and by her continued commitment to her own professional development. This enhances all aspects of her provision and, as a result, children continue to make very good progress.

It is not yet outstanding because

- There is scope to further enhance the stimulating play area by extending the use of print to extend children's development of 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 completed a joint observation with the childminder.
- The inspector toured the areas of the home used for childminding purposes.
- The inspector observed the children playing and also looked at their learning records.
- The inspector looked at some of the childminder's documentation including planning, policies and parents' written comments.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged 12, nine and six-months-old in Stanningley on the outskirts of Leeds. The whole of the ground floor, upstairs bathroom and the rear garden is 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 two children on roll, one of whom is in the early years age group and attends 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.

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 all of the 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. Parents are keen to contribute on how their children are progressing and learning at home. Consequently, this helps to ensure good continuity of care and learning and ensures good communication with parents on children's progress in relation to their stage of development.

The childminder ensures children get good opportunities to develop their early expressive art skills, as they eagerly sit and stick different shapes on their Christmas pudding picture.

The childminder challenges children and asks them about the different shapes and colours that they are using for their picture. Young children repeat and recognise certain colours, telling her 'this is red'. They then go and find different toys around the room of the same colour. As they correctly identify the colours of red and blue the childminder gives lots of praise and encouragement. This good quality of teaching from the childminder, encourages children's early recognition of colours and shapes, as well as boosting children's self-esteem. The childminder continually talks to the children asking them lots of questions as they play and introducing different words, which helps to develop their language and communication. However, there is further scope to enhance the learning environment, making it richer in print and pictures. Children freely move around the playroom choosing from the wide selection of toys and resources. They receive lots of support from the childminder as she builds on their development. For example, children set out the cars excitedly, and push them along the floor and she shows them the different sizes of the car comparing big and small. This promotes children's understanding of size in a fun activity. Children have good opportunities to choose from a very good selection of books suitable for a varied age. The childminder sets aside times during the day where children relax and sit with the childminder to read their favourite books. They turn the pages of the book about the bear hunt. The childminder explains this is a favourite book and this is evident as the children help to tell the story doing the actions related to the story, using the words of 'squishy' as they pretend to walk through the grass. This promotes not only children's listening and attention skills, but also their imagination skills. Overall, children are gaining the necessary skills to support their future learning.

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. The childminder 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 encourages new parents to visit with their children and stay and play for a number of sessions. She asks them to complete a settling-in questionnaire to identify any areas that could make children settle easier. This means she can get to know the families well, before she starts to look after them. Parents complete an in-depth 'all about me' book ensuring that the childminder has a good insight into what children like to do, eat and their daily routine. This helps to build children's self-esteem, confidence and ensures a smooth transition for children from home to the childminder's care. Children demonstrate they feel secure within the childminder's home. They are confident to explore and return to the childminder for reassurance and cuddles, as they know they will receive a very positive response. This promotes their emotional well-being and sense of belonging.

The childminder has good measures in place to keep children safe and secure. For example, she ensures that all visitors to her home are recorded in her daily register and all

identification is checked. She supervises children closely and ensures that children are kept safe when going out into the community as they learn about road safety and also wear high visibility jackets. The childminder has clear safety rules in place, which help to develop children's understanding of how to keep themselves safe. For example, an emergency evacuation plan has been devised and is practised with children. This helps to ensure that the procedure works in practice and helps to develop children's awareness of what to do in an emergency. They also learn about the importance of putting toys away so they do not fall over them. Children's physical development is supported well. They enjoy walking on the daily school run and go on outings to parks and indoor play centres to provide a variety of different situations in which children can explore their surroundings and learn to take risks. The children also access daily a well-resourced rear garden, where they can climb and balance on apparatus available, play with balls and ride on a good selection of wheeled toys. This ensures children receive lots of fresh air and benefit from a good healthy lifestyle.

The childminder provides children with fresh, healthy and nutritious snacks and ensures drinks are available at all times. She supports children's independence well as they help to make their sandwiches. Children learn about the importance of good hygiene routines, for example, washing their hands before eating and are given gentle reminders of putting their hands over their mouths when coughing. The childminder provides very good and positive guidance for children about what is acceptable behaviour. She has a very calming personality and is a good role model to all children. She teaches the younger children to say 'please' and 'thank you'. The childminder celebrates children's achievements with lots of positive praise throughout their day. This positively promotes children's sense of valuing others around them and boosts their self-esteem.

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

The childminder demonstrates a very good understanding of child protection and she is confident in her ability to implement procedures effectively in order to protect children. All required documentation is in place. She regularly attends safeguarding training to ensure that she has up to date knowledge of her responsibilities, should she have any concerns. Robust risk assessments clearly identify possible hazards and the action taken to reduce any risks to children indoors, outdoors and during outings. She completes daily checks on the home to ensure it is safe prior to children coming. The childminder ensures that all people living in the home have all required checks carried out and never leaves children unsupervised with visitors, who she always insists sign in and out of the home as well as showing identification. This ensures children are safeguarded well and play in a very safe environment, where their safety is of priority.

The childminder is committed to continued improvement in order to provide the best quality care and learning for children that she can. She has continued with her own professional development and constantly reviews the quality of her teaching and its impact on children's learning. The childminder has provided parents with questionnaires and newsletters relating to her planning to encourage them to be involved in the evaluation of the care and learning she provides for their children. Their comments are very positive

and very complimentary about the impact of her teaching on the progress their children are making. The childminder has continued to develop her systems for assessing children's progress. As a result, she is able to analyse children's progress and plan very effectively for their next steps in learning. She is embarking on completing a degree in childcare to ensure she continues to offer a professional environment for children and parents.

The childminder promotes parents' involvement in their children's learning. For example, they are encouraged to provide updates on their children's progress at home. The children take 'Bertie' the teddy bear home and on holiday and contribute in the learning records what they have been doing while they have the bear. This ensures the precision of their children's assessments. As a result, children continue to make very good progress in all areas of learning. The childminder has established strong links in place in readiness for when children progress on to school, to ensure good continuity in care.

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	EY360335
Local authority	Leeds
Inspection number	943571
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	15/04/2013
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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