

Inspection date

Previous inspection date

03/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Teaching is good. The childminder has a very good understanding of how children learn. She works very closely with parents from the start to affectively assess children's starting points. As a result, children make very good progress in their learning and development.
- Children's speaking skills are very good. They confidently express themselves and show good levels of curiosity and imagination. This is supported well by the childminder who introduces new words and gives children plenty of time to express their ideas.
- The childminder has a secure understanding of her role and responsibilities with regard to safeguarding children and keeping them safe.
- The childminder seeks relevant information from parents to ensure she is aware of children's individual needs and routines. She is caring in her approach and the children are settled in her company. They are secure, happy and play with purpose and pleasure.

It is not yet outstanding because

- There is room to provide greater opportunities for children to explore their feelings and emotions.
- Parents' views are warmly welcomed, however, there is scope to extend opportunities to share information, so parents are more involved with children's learning and encouraged to support their learning at home.

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 looked at a range of documentation, including evidence of
- childminder's qualification, suitability of household members and regular visitors to the home.
- The inspector observed children playing with a good range of toys and resources.
- The inspector talked to the childminder and children throughout the inspection.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and eight years, in a house in Shadwell, on the outskirts of Leeds, West Yorkshire. 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 eight children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- increase the number of opportunities for children to explore their feelings, for example, by using a range of books and photographs with the children to help them to relate to different emotions
- enhance opportunities for parents to share information about children's individual achievements and become more involved with their learning and progress at home.

Inspection judgements

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

The childminder has a good understanding of all of the areas of learning and fully supports children's development. Planning is well thought out and meets children's individual needs well and takes account of their own interests. Individual learning records are in place for all children. These include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder works carefully with parents to support children's learning from the start. Ongoing verbal discussion of children's learning records ensures that parents remain involved. However, there is scope to extend opportunities to share information, so parents are more involved in supporting children's learning at home. The childminder's positive engagement and interaction with children, helps to combine their learning, particularly in the prime areas of development. She constantly talks to the children at their level and asks good leading questions. For example, the childminder shows the children the fruit they are having at snack time, saying 'banana' and children

repeat 'nana', so she encourages them to pronounce it as the full word, which the older children do. This shows the quality of teaching is good and promotes early language skills. The childminder provides a stimulating learning environment indoors, covering all areas of learning. She displays resources well, so that they are accessible for all children to make their own choices.

The childminder skilfully encourages the young children to develop their building skills as they choose the building blocks and place them in size order. Children count them with assistance from the childminder repeating 'One, two and three'. As they complete this task, the childminder claps and says 'well done' to which children respond well, smiling and clapping themselves. This helps to develop their awareness of balance, size and counting skills. The childminder encourages children to choose a book and they select their favourite one about animals. They hold the book correctly and turn the pages unaided, recognising the different animals and show their friends and the childminder that 'It's a lion'. Children then make the sounds of roaring and point to the correct animal. This activity helps children to develop their interest in books. Children have good opportunities to develop their early technology skills. They press the buttons on the toy toaster, putting the plastic bread in first and listening to the noise it makes. Children wait patiently for it to 'pop' up and they laugh with the childminder as they shout 'Pop'.

The childminder has a good understanding of the requirements for the progress check at age two years. She understands the importance of sharing this information and working with parents and other professionals involved with the child. This is already being implemented to promote good continuity of care and learning and the children are developing the skills they need to be ready for school. The childminder has good procedures in place for when children move on to school. She has well-established links implemented with local schools and pre-schools that children already attend. This successfully supports children with the transition process.

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

Children are clearly happy and settled with the childminder. This is because she provides a nurturing environment, which is calm, positive and conducive to effective learning. The childminder gathers important information from parents at the start, such as children's daily routines and invites them for flexible settling-in sessions. This helps the childminder to get to know the children and helps them to feel secure in her care. This is evident as the childminder recognises when children are feeling tired and ensure that they rest in their pushchairs. This supports children's emotional well-being.

The childminder uses praise and encouragement to support the children's good behaviour and they respond positively to this, for example, they smile and clap as they are told how well they have done. This boosts their confidence and self-esteem. However, there is scope to further develop the way children learn about their feelings through displaying around the home pictures of different expressions. This will further help children become more aware of theirs and others emotions. Children attend regular toddler and childminding groups where they have opportunities to socialise with their peers. In addition, they accompany older children to school and pre-schools. This helps to

familiarise them with other settings and prepares children for later transitions to other settings.

The childminder promotes children's understanding of safety well as they practise road safety on outings. She talks to children of all ages about procedures to follow in the event of a fire and regularly practises these to ensure they are all aware of how to evacuate from the home in an emergency. This helps to develop their understanding of staying safe. Children play in a safe, clean and well-maintained family home. The childminder sets out a good range of age and developmentally appropriate resources each day, which children can make independent choices from. The childminder successfully promotes children's good health and well-being. She implements effective routines for hand washing and ensures that all toys and equipment are cleaned regularly. Snacks are healthy and nutritious and take into account any dietary needs along with children's likes. In addition, the childminder provides a healthy and nutritious midday meals and main evening meals. Children have regular opportunities to develop their physical skills and become aware of a healthy lifestyle as they play in the garden, go on walks to the park and visit soft play areas. They have opportunities inside the home when the weather is bad to develop their physical development. For example, they crawl through the tunnel and run around rolling the plastic balls to the childminder and their friends.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is fully aware of child protection issues and her responsibility in protecting children from harm. The childminder accesses relevant training, so that she has an up-to-date understanding of the potential signs of abuse and neglect and the procedures for reporting concerns. She maintains a good range of written policies and procedures, which support her practice and contribute to safeguarding children. These are shared with parents reassuring them that their children are safe and well cared for. The childminder ensures all legally required documentation is in place and up to date. For example, children's details and records of attendance. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and for any outings that children go on. These reduce the chance of any accidental injury.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. The childminder carefully reflects on activities and uses this information, along with her secure knowledge of child development and children's interests, to help with future planning. She supports children to take part in a good range of child-initiated and adult-led experiences, which are stimulating and varied. The childminder uses the local authority approved tracking system, which clearly aids the good progress children are making. The childminder's commitment to improving the provision for children is good. She reflects on her practice, seeks advice from her local authority and uses self-evaluation as a way to identify her strengths and areas for improvement. Therefore, she is proactive in improving

the provision for children. Consequently, children benefit from her commitment to maintaining continuous improvement.

Comprehensive partnerships are in place with parents and other professionals to ensure good continuity of care and learning and readiness for school. Relationships with parents are positive and comments about how much their children love coming to the childminder's house and how happy they are with the care and activities that she provides. The childminder shares her policies and procedures with parents at the start and important information, such as Ofsted's contact details and her insurance cover, are clearly displayed for parents to see. This means that parents are well informed about the service she provides. The childminder further ensures that parents are well informed of their children's day through daily diaries and regular newsletters. Close links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure and promote their progression to fully promote continuity in their learning.

The Childcare Register

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
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	EY465880
Local authority	Leeds
Inspection number	933163
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
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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