

Inspection date	13/02/2014
Previous inspection date	19/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress because the childminder is a very good teacher. She provides a wide range of stimulating and interesting play experiences and activities.
- The childminder tailors children's experiences a particularly effective way, so she can match activities to the range of age and abilities of the children in her care.
- Children are extremely happy and content in the childminder's care. She has built strong attachments with the children, which means that they feel safe and secure.
- The childminder encourages children's independence and self-reliance, stepping in only to sensitively extend learning. This increases children's confidence and self-esteem.
- The childminder knows the procedures to follow if she has any concerns regarding children's welfare and safety. This helps to keep children safe.
- The childminder and parents work closely together to provide supportive care and good learning opportunities for children. This means that children feel safe and secure and helps them to make good progress.

It is not yet outstanding because

- Children's books are not highly visible or very easily accessible to young children. This means that they have fewer opportunities to look at books independently.
- There are few examples of words, letters and numerals in the learning environment. This reduces children's opportunities to understand their importance.

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 had a tour of the premises that is used for childminding.
- The inspector observed the childminder playing with the children in the playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector talked to the childminder about her practice, self-assessment and plans for development.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability and qualifications of adults who lived at the premises, the provider's self-evaluation form and other documents.
- The inspector talked to parents.

Inspector

Caroline Midgley

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is a registered assistant and 12-year-old child in a house in Wortley, a suburb of Leeds. The whole of the ground floor, bathroom on the first floor and back garden are used for childminding. Entrance to the house is via two steps. The family has a dog as a pet.

The childminder attends a toddler group and other activities at the local children's centre. She visits the shops, park, playcentre and library on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- review the arrangement of books and to ensure they are easily visible and enticing, so children are encouraged to look at them frequently
- review the range of words, letters and numerals in the learning environment and provide further opportunities for children to recognise familiar words, for example, by naming children's coat hooks with their photograph and name.

Inspection judgements

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

Children make good progress in their learning because the childminder is a very good teacher. She provides a wide range of stimulating and interesting play experiences, activities and outings. The childminder tailors these in a particularly effective way, so she can match activities to the range of age and abilities of the children in her care. For example, she asks the children if they would like to make Valentine's Day gifts for their parents. She helps the children get out a wide variety of interesting craft materials, such as, paints, sequins, stickers, coloured lametta, glitter a range of coloured papers and card and boxes and shapes to decorate. When a child picks up the lametta and exclaims, 'Look, that looks like spiders' legs', they have a discussion about spiders having eight legs. A child chooses a 3D- heart-shape to paint. The childminder encourages the child to think about most appropriate colour to use. The child decides to use red paint and fetches it because it is not on the table. The child concentrates on painting the shape while the

childminder supports another child who decides to explore the dish of red paint with their fingers. She exclaims 'I know what we need' and finds them a piece of paper. The child uses their fingers to make interesting marks on the paper. The other child also decides to paint their own hands as well as the shape. The childminder laughs 'Are you painting your hands as well?' A third child concentrates on their own projects. The child has decided to base their design on a paper plate. The child completes the plate using paint, glitter and interesting sequins and other pre-cut shapes. The child notices the pigment in a bottle of paint has separated from the liquid. The childminder says 'Give it a shake, it's like a milkshake, it needs a good shake.' Children and the childminder then discuss their favourite flavours of milkshake. This type of teaching encourages children to make links between their observations and begin to work out why things happen. It also helps younger children to develop their communication skills in ways that capture the interests of all the children. The child uses glue to skilfully attach the decorations to their plate. The child then selects a heart-shaped box and carefully paints it red. The child continues to chat to the other children and the childminder as they work. There is a sense of cheerful purposefulness and independence, as all three children concentrate on their chosen projects. This means that children are developing independence and are learning a good approach to challenge. This will support their future learning and assure they make good progress when they move onto their next stage of their education.

The childminder arranges the room very effectively to provide good learning opportunities. Resources are stored in a large pirate-type chest, which the children love. Other toys and resources are stored on bookshelf units, which are accessible to the children. She stores games suitable for the older children on the higher shelves because they are old enough to ask for the games when they want to play with them. However, children's books, although, organised on a lower shelf, are stored with their bindings facing out. It is more difficult for the younger children to recognise and select the books as these are not as enticing as they would be if they are stored with the front cover facing out. This means that children have few opportunities to learn to love books and understand how they work. There is also scope to provide children with more opportunities to recognise print in the environment by providing examples of words, letters and numerals. For example, label objects with familiar words and attach children's names and photographs above their coat pegs.

The childminder is very organised and keeps detailed records of children's activities and achievements. When children start with the childminder, she gathers information from parents about children's interests and stages of development. The childminder uses this information to plan interesting and very exciting age-appropriate activities, which encourage children to make good progress. She regularly takes photographs on her tablet computer and uses these, together with notes and assessments to make a learning journal. This provides parents with a clear record of their children's learning and development. The childminder often sends photographs of children's achievements to parents while they are at work and discusses their development on a regular basis. In these ways, the childminder and parents work closely together to provide good learning opportunities for children. This helps children to make good progress. The childminder uses observations and notes to assess children's development and to plan activities and experiences for them. She provides parents with the required progress check at age two years. This allows her to quickly identify if children are not making expected progress and

to provide further support, from external agencies if appropriate, to help them to make good progress.

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

Children are extremely happy and confident in the childminder's care. She has built strong attachments with the children which means that they feel safe and secure. The childminder gives the older children the confidence to be independent and self-reliant, stepping in only to sensitively extend learning as appropriate. She builds children's confidence and self-esteem. For example, she produces a small box and hands it to the children. She tells them to open the box to see the very special thing that is inside the box. Children open the box to see a reflection of themselves in the mirror. She knows the children well and is very perceptive, which enables her to understand the younger children's intent and wishes. This enables her to support their ideas well. The childminder provides very effective settling-in arrangements and finds out children's routines, likes and interests, so she can tailor her care to children's individual needs very effectively. Children develop very good self-care skills as the childminder actively encourages them to find their own belongings, such as their coats and shoes. Children visit the local toddler group, which supports their social skills and confidence with other children. Children's behaviour is extremely good. The childminder respects children and provides frequent positive praise and encouragement, along with clear boundaries and expectations of behaviour. This understanding of social expectations, together with their self-reliance and confidence, means that children are emotionally very well prepared to start school. The childminder also teaches children to keep themselves safe. For example, she teaches the children how to keep safe by holding hands when crossing the road and they talk about and practise fire drills, so children understand what to do in the event of a real fire.

The childminder carefully considers her resources to ensure she offers children sufficient choice to support their learning and development well. Children develop a good understanding of the importance of healthy lifestyles. For instance, the childminder offers them a wide range of fruit and various other foods to ensure children are eating healthily. She supplies drinks of water, milk and juices, which are freely available throughout the day, to make sure they can have a drink if they are thirsty. Children get the opportunity to play outside regularly. They also visit parks and soft-play centres regularly, which means that they get plenty of fresh air and exercise. This means that children develop a good understanding of a healthy lifestyle.

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

The childminder knows the procedures to follow if she has any concerns regarding children's welfare and safety and understands her responsibilities relating to child protection and safeguarding. She supervises children closely and uses risk assessments well to identify and minimise potential hazards. For example, she has detailed risk assessments and uses these to check her premises, including the garden and activities on a daily basis. She also considers hazards associated with visits off the premises. This helps to keep children safe. The childminder maintains the required documentation and records,

which also helps to ensure children are safe and well cared for.

The childminder is experienced, has a relevant qualification in early years and is highly dedicated. She is committed to providing a supportive and effective service for the children and families that she works with. The childminder continually reviews her practice taking into account the views of children, their families and advisors from the local authority. She attends training to enable her to keep up to date with developments in early years. The childminder has made very good progress since her last inspection and has addressed all previous actions and recommendations very effectively. She understands her responsibility to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This has had a positive impact on the quality of provision. For example, she uses the guidance to accurately assess children's progress against expected progress. This helps her plan effective learning opportunities to ensure children make good progress. It also means that she can communicate effectively with parents about their children's progress. This enables her to help parents access specialist support, such as speech therapists, should this be appropriate to help children to make good progress. The childminder also has good links with the local nursery and school and plans to build further on communication with children's future reception class teachers in preparation for children to start school. This helps support children as they move onto the next stage of their education.

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	EY272395
Local authority	Leeds
Inspection number	819893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19/08/2009
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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