

Inspection date	14/02/2014
Previous inspection date	26/08/2009

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

- The childminder supports the children's confidence and social skills effectively within the provision. This gives children strong skills to move forward with their all-round development.
- The childminder works successfully with the parents to support children's ongoing progress.
- The childminder understands the children's individual learning needs effectively. This results in children receiving good support to help them progress towards the early learning goals.
- Children develop close attachments to the childminder. This is because she spends good quality time supporting them in their activities, and she praises them frequently during the day.

It is not yet outstanding because

- There is scope to increase the outdoor resources, to further support children's large physical skills.
- There are other options to consider, to make the best possible use of numbers outdoors to extend children's mathematical skills.

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 play resources indoors and outdoors.
- The inspector sampled a range of documents, including the learning records, evaluation documents and the policies and procedures.
- The inspector spoke to the children present and spoke to the childminder about the learning intentions of several activities observed at the inspection.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in 2000, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in Bramley a suburb of Leeds, West Yorkshire. The whole of the ground floor and garden are used for childminding.

The childminder is available to attend toddler groups 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 seven children on roll of who four are in the early years age group and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Leeds Quality Childminding Network.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop their mathematical skills outdoors, for example, by maximising the use of number labelling to support counting, recognition of numerals and measure
- enhance the opportunities outdoors for children to develop their large physical skills, for example, by adding large equipment, such as milk crates and large tubes that they can fix and join to create their own structures.

Inspection judgements

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

The childminder knows how young children learn and therefore, they receive a fun and broad range of motivating activities to participate in. Children receive good support to help them develop towards the early learning goals. They make good progress, according to their starting points and time spent at the provision. For example, children enjoy designing their own certificates for a celebration. The childminder helps the children think through their ideas, adding challenges as she asks how and what can be done next questions. She gets down to their level and enthusiastically interacts with them as she effectively helps them move on with their developing literacy skills. She encourages children to build on their current knowledge of words and letters and she supports them as they write their own name. As the children decide to look at books, the childminder chooses the right time to introduce different props to help them extend their learning through a fun activity. For

example, the childminder supports their interest in books and stories as they set up a puppet theatre. The children of differing abilities are all included successfully as they play their own part in recalling the events in the story. They are interested and animated as they use puppets to act out the story confidently. This helps the children verbalise their understanding of events and supports their rapidly developing, literacy, and communication and language skills effectively. In addition, they receive very consistent support in their developing communication skills, because the childminder talks to the children all the time and she is consistent in her approach, which helps them make good progress.

The childminder supports children's mathematical skills well overall. For example, she is pro-active in helping them count and recognise shapes. They learn about size and space as they explore the environment and set up resources. Children do learn to use numbers through books and games and they experience measure in activities, such as in the garden sand pit. However, there are other ways to help children use numerals and therefore, further extend their mathematical skills. For example, by consistently using number labels within the outside play area. The childminder gives good support to help children progress their physical skills overall. For example, children show good control as they use small pieces of equipment and toys. They move freely and use a variety of equipment outdoors, such as push and pull equipment, explore a sand pit and investigate the play hut. However, there are other options to consider to further assist children's development of their physical skills outdoors, through extending the use of larger equipment that children can use to construct, build and slot together.

The childminder uses her assessments of children successfully to plan for their next stage in their learning. She knows what stage the children are at with their development and she makes links to the areas of learning during her observations. She effectively identifies where children need additional support and ensures she works on filling these gaps in the children's learning when planning activities for them. This includes, for example, their developing writing skills and learning about the world, such as exploring insects in the garden and using creative media to express their ideas. All of this supports their readiness for school effectively and helps children make good progress. The childminder gathers clear information from the parents about what children know and can do before they start at the provision. This helps the childminder plan for the children's future learning. Parents are involved in their children's ongoing learning through regular ongoing discussion and sharing the children's records of learning. In addition, the childminder provides regular information for parents with regard to how they can support their children's learning at home, such as, developing their confidence and recognition of letters. This shared learning approach gives consistency to children's development and is successful in supporting children's all-round development. The childminder does not have any children within the appropriate age range to carry out the progress check at age two. However, the childminder has a strong understanding of how to implement this important written summary of development when required, to support the children's ongoing development effectively within the prime areas of learning.

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

The childminder supports children's developing independence effectively during daily activities and routines. For example, the children choose toys that they wish to investigate. In addition, the childminder is pro-active in encouraging their confidence skills, such as, when they set up and use the puppet theatre and through supporting children of differing abilities as they work together in groups to solve problems. During these processes, the childminder talks to them consistently and she adds to the resources as they play, if appropriate, to create more challenges for them. The good quality time and support the children receive from the childminder also results in the children developing positive relationships and attachments to the childminder and other children. She praises them regularly, for example, she recognises their achievements as they name letters and colours. As a consequence, the children, have a purpose, are confident and their behaviour is good. The resources are in good condition, accessible and suitable for their differing developmental stages.

Children develop a good understanding of the importance of living a healthy lifestyles. This is because the childminder ensures that they receive regular physical activity indoors and outdoors and on outings. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices which include a variety of food groups, such as, chicken, fish, fruit, vegetables, potatoes and pasta. The childminder talks to the children about the importance of eating healthily. This supports their thinking process effectively and their good health. Children are cared for in a hygienic home environment, which is risk-assessed effectively. This ensures that the children can safely investigate the environment. They learn about risks and how to manage them. For example, the childminder teaches them boundaries, for example, how to move around safely within the indoor environment, and about road safety. The childminder acts as a good role model. For example, she clearly explains why this is important to be careful at these times so to keep themselves and everyone safe as the children go about their daily tasks.

The good support that they receive to help them develop confidence and social skills helps prepare them successfully for their transitions from the provision to nursery and school. In addition, the childminder has a clear understanding of the importance of talking to children about changes and ongoing happenings, between school and the childminding provision. This supports their emotional well-being effectively. The childminder works closely alongside parents when they first attend her provision and through transition times. For example, she finds out about their individual needs so she can effectively support them, such as about their interests and about how they can together support their all-round needs.

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

The childminder implements the safeguarding and welfare requirements successfully. For example, she has a clear and effective knowledge of how to protect children and who to contact if any concerns arise about a child in her care. Safeguarding procedures are readily available and they are informative to demonstrate to parents the childminder's role in keeping children safe from harm and what happens if there are concerns. In addition,

accident procedures are appropriately implemented to support children's safety and well-being.

The childminder has a good knowledge of how to implement the learning and development requirements for the differing ages and ability groups of the children she cares for. This is demonstrated in how she interacts with them and plans for their individual learning needs. The childminder develops positive relationships with the parents, keeping them informed of daily events and how they progress through discussion and through sharing written sources of information. The effectively implemented range of policies and procedures are also shared with the parents to ensure that they understand how the provision operates, to support their children. Good self-evaluation, is demonstrated because the childminder has a strong commitment to improving her professional development through attending courses linked to the Early Years Foundation Stage requirements, such as paediatric first aid, safeguarding and observation and assessment. This results in the childminder using her knowledge gained successfully to support children's care safety and learning needs. She has a good awareness of her strengths and areas for development and takes advice from the local authority development officer to improve her service for children. The childminder has effectively addressed the recommendations raised from the last inspection, for example, by developing written evaluation processes to help her reflect more clearly on how to make continuous ongoing improvements for children. The childminder has also significantly improved how she uses ongoing assessments to support children's next stages in learning. The childminder has incorporated more challenges into to children's activities. This all means that there is significant improvement to how children are supported with their learning and development and results in them making good progress. The childminder actively encourages parents to share their views about her service. For example, through discussion and written sources, such as, questionnaires and ongoing contributions on the children's records of learning. The childminder takes account of the children's views by ensuring that they have a voice in decision making and that they can freely explore and enjoy the resources that they choose.

The childminder forms clear relationships with other provisions, such as the local school where some children also attend. She shares appropriate information to support their care and learning needs, such as working together to support children's personal, social and emotional development. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required in the future.

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	320751
Local authority	Leeds
Inspection number	877070
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	26/08/2009
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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