

<b>Inspection date</b>	14/02/2014
Previous inspection date	09/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children are supported in their acquisition of communication and language skills and in their physical, social and emotional development, which ensures they have the key skills needed to make good progress towards the early learning goals.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes children's emotional well-being effectively.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met.
- The childminder has a very good understanding of her role in keeping children safe and appropriately manages any issues as they arise.

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

- There is further scope to develop the assessment process so that this makes greater use of parents' updates in order to enrich the activity planning.
- Less freely accessible natural materials are available for children in the indoor environment to promote their learning and sensory experiences further.

## 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 sampled children's progress records and a range of documentation, including safeguarding policy and procedures, accident and medication records.
- The inspector had a tour of the childminder's home, including kitchen, garden and play areas.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.

## Inspector

Amanda Forrest

## Full report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder, and two adult children in a house in Leeds. The whole of the ground floor and the front garden are used for childminding.

The childminder cares for children from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder attends local toddler groups and activities at the local children's centre and visits the shops, library and park on a regular basis. 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:

- enhance the assessment procedures by making full use of updates from parents about their child's learning and development at home, to enrich the planning of activities further
  
- provide a range of natural and everyday objects in the indoor environment to enhance children's learning and encourage their sense of exploration and open-ended play experiences.

## Inspection judgements

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

Children make good progress because the childminder uses practical teaching methods. She has a good knowledge of the Statutory framework for the Early Years Foundation Stage. Therefore, she plans activities and resources that promote children's development in all areas of learning. She collects a wide range of information from parents and uses this well to assess children's starting points and inform the initial planning. The childminder observes children as they play, assessing this information and using it to develop their next steps and inform the daily planning. She evaluates the daily provision, ensuring that children have plenty of time to determine their own play and to participate in adult-led activities. As a result, children play an active part in their learning and also understand how to work together in a more structured environment. They are, therefore, well prepared for school and their future learning. The childminder's good communication with parents means that they have opportunities to share daily news about their children.

However, the assessments do not always make full use of all updates from parents about how their child has been learning and developing at home. Consequently, the childminder does not always include this extended range of information in her planning and assessment process.

The environment created by the childminder is appealing and provides learning across all seven areas. She helps children to develop the skills to learn effectively. She plans activities well, intervening appropriately and confidently enabling children to take the lead, which encourages them to extend their creativity and thinking. For example, children have time to explore and experiment with the cornflour and realise the changes that take place. The childminder encourages them to extend this and talk about how it feels. She then demonstrates how to make prints with the cornflour and the children thoroughly enjoy trying this. Accessible resources encourage children to explore, extending their curiosity. As a result, children become active learners and are well prepared for the next steps in their learning. Children become absorbed in play of their choosing and, through supportive interactions, become explorers and thinkers. For example, children choose to play in the role play area and spend time using and sharing the cups and saucers, supporting their social development. The acquisition of communication and language skills is extremely well supported as the childminder models language effectively. She describes the action of pouring with 'whoosh' and the colours of the cups are identified as they are passed to the children. However, there is room to enrich the use of natural and everyday objects in the indoor environment to enhance children's learning and encourage their sense of exploration and open-ended play experiences. This means opportunities for them to play and explore imaginatively are less well promoted.

Children participate in a wide variety of activities that promote their physical development. For example, they enjoy daily walks and playing outdoors in the garden, where they play ball games and use the large climbing equipment, helping them to develop skills in balance and coordination. Children are offered appropriate opportunities to develop their awareness of diversity. For example, they read books that give information and positive images about other ways of life. The childminder's sensitive interaction with children promotes the development of their language and communication skills. For example, she talks with them about recent events and about the ideas they have as they play, gently encouraging them to take turns to speak and to listen to each other's contributions.

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

Children are settled and happy with the childminder because she has good procedures to gather information from parents so that she is aware of children's needs and interests. She ensures that her co-childminder is also fully aware of this information so that children are offered consistent support and appropriate activities. The childminder's procedures mean that children feel valued and their self-esteem is promoted. For example, they are involved in making decisions about activities and are encouraged to talk about what they would like to do. This supports them in developing the skills and positive attitudes that enable them to learn effectively. Therefore, they are well prepared for the move to pre-school or school.

New children settle well because the childminder ensures that she is aware of their usual routines, interests, dietary needs and any specific parental requests. For example, she makes sure that there is time for young children to sleep comfortably during the day. The childminder works well in partnership with her co-minder so that they are consistent in all areas of their work. This supports children in feeling secure and they develop good relationships with each of the adults. They demonstrate that they enjoy the company of the childminder as the children include them in their discussions and take toys to share with them. Children are well supported in understanding how to manage their own behaviour. They are offered clear and consistent explanations about this and are encouraged to share and be considerate towards others. As a result, children's behaviour is good.

Daily routines support children in developing their self-care skills. For example, they learn to put on their own coats and shoes before going outside and use the toilet independently. Children gain a good awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted as they discuss healthy eating and drinks at snack time. Children enjoy a well-balanced diet, which includes a cooked meal of fresh fruit and vegetables. Good daily practice reinforces children's understanding of good hygiene. For example, children wash their hands before eating, referring to child-friendly posters that explain the relevance of this. Children take small but safe risks when playing as they avoid obstacles and access tables and chairs. They understand the risks when playing in the garden and seek the childminder's support and reassurance. This helps children to have a well-developed understanding of safe practices.

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

The childminder understands the importance of safeguarding and keeping children safe from harm. She has appropriate safety enhancements throughout her setting, such as safety gates on stairs and into the kitchen area. The childminder has written policies and procedures that she follows and updates regularly to ensure children stay safe. She has attended appropriate safeguarding training and understands the signs of abuse and who to contact if she has a concern about a child in her care. The childminder interprets the welfare requirements of the Early Years Foundation stage appropriately and ensures all insurance requirements are up to date. She displays fire evacuation routes and practises fire drills, which consequently prepare children to evacuate the setting in an emergency. The childminder has completed paediatric first aid training to ensure children's well-being is addressed at all times and uses suitable documentation to record minor accidents and ailments. She understands when she needs to contact Ofsted and has contact numbers of various regulatory bodies and support agencies displayed in the setting. The childminder has written assessments, which highlight areas of risk within the home and when on trips, and takes sufficient steps to minimise the hazards effectively.

The childminder has a good knowledge of the learning and development requirements. She successfully supports children, which allows them to make progress, and is able to highlight any gaps in their development successfully. The childminder undertakes various training initiatives to support her practice, and is keen to participate in future courses to

broaden her knowledge of child development and to gain her level 3 childcare qualification. Her self-evaluation of the setting is in place; she has identified areas in which she would like to improve, which supports the development of her provision. The childminder liaises with local Sure Start centres and shares good practice, which further supports and develops her knowledge of how children learn and the quality of the provision she offers.

Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. She understands she can contact relevant agencies when she feels children need additional support, working in partnership with parents to ensure that continual help is fully supported in the home environment. Working in partnership with parents is continual, requesting reflective feedback from both children and adults, which ensures the childminder is fully aware of any areas of her provision to improve. By doing this, she provides a service that is inclusive, and ensures children make good progress in their development ready for their next stage of 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>	EY404062
<b>Local authority</b>	Leeds
<b>Inspection number</b>	875243
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/06/2010
<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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