

Inspection date	11/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- Children develop strong independence skills. This is because the childminder consistently encourages children to practise carrying out tasks for themselves and she offers them lots of choices during the day.
- The childminder has an effective understanding of how to safeguard children, resulting in children being safe and protected.
- The childminder is proactive in ensuring that the parents have relevant information to support the children's ongoing progress.
- Children receive good support to help them progress towards the early learning goals. This is because the childminder understands their individual abilities and learning needs well.

It is not yet outstanding because

- There are other opportunities to consider to develop the organisation of the learning environment outdoors, to support children's early reading skills and recognition of numerals.
- There are other options to consider outdoors, to further support children's physical 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 spoke to the children present and to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including the evaluation documents, learning records and the policies and procedures.

Inspector

Melissa Patel

Full report

Information about the setting

The childminder was registered in August 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged three years, in the Burley area of Leeds, West Yorkshire. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has pet fish and snails.

The childminder attends a toddler group and library. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, of who two are in the early years age range and they attend for a variety of sessions. The childminder holds a relevant early years qualification in childcare. The childminding provision operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and Leeds 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 become familiar with written words and numerals, for example, by consistently incorporating print and numbers to the outdoor play area
- consider the opportunities outdoors for children to further develop their physical skills, for example, by using different sizes of construction materials that involve twisting, pushing and slotting together.

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 the children's individual learning needs. As a consequence, differing age groups and abilities of children receive effective support to help them make progress across the seven areas of learning. Children are making good progress, according to their starting points and short time spent at the provision. The quality of teaching is good. The childminder ensures that the children receive a balanced and broad range of activities that present an interest to them. For example, very young children choose a fun activity which involves developing their physical and early technology skills as they open small doors and work out which hole or slot the different character objects fit into. The childminder is skilful at encouraging the children to freely

explore the resources by getting down to their level and being cheerful in her approach. She enthusiastically engages the children through consistent communication as they become really involved in their investigations. This supports children's language development successfully. The childminder introduces challenges to their learning by asking questions about the character objects and encouraging them to learn about different sizes as they explore. This supports the children's early mathematical development. In addition, the childminder helps the children count and they begin to use numbers, for example, through books, singing and through the use of a number line. However, there is scope to help children use numerals, and therefore, further develop their early mathematical skills. For example, by extending the number labels and how they are used within the outside play area.

The layout of the home is stimulating to engage children's learning. For example, resources are easily accessible and attractively arranged. Children's very early literacy skills are effectively supported overall. This is because the home is full of books and low-level words, such as on the tree, which has been created by the children using a variety of media, such as paint and is labelled to link to the different seasons. However, labelling in the outdoor area is less well developed to maximise support to children's early reading skills. The childminder is skilful in helping children enjoy books. For example, the childminder encourages children to join in the story, by listening to what they have to say as they discuss the story content and by encouraging them to point and match words to the pictures. The childminder extends the children's interests in books through regular visits to the library, where they choose new books to bring back to the provision. Children have many opportunities to progress their large physical skills, for example, as they actively explore large floor toys and push and pull equipment. Outdoors, for example, includes going on outings and investigating the springing birds and digging in the sand pit. However, there are other opportunities to explore, to further assist children's development of their physical skills outdoors, through using different sizes and types of construction materials which they can fix together in a variety of ways.

The childminder uses what she observes about children effectively, to plan children's next steps in learning across the seven areas. For example, she makes plans to successfully extend their interest in exploring different media, and developing concentration and extending their love of books. The childminder makes sure that the identified area to develop is carried through in daily activities and this is clearly evident through precise planning. All of this supports children's all-round skills and their readiness for school effectively. Parents are fully included in their children's learning right from the beginning before children start at the provision. This is because the childminder gathers detailed information from them about each child and she uses this information to plan children's learning. Discussions and the sharing of the children's records of learning ensure both parties work together to support children. The childminder has a clear understanding of the purpose of, and how to implement the progress check at age two, to enable her to demonstrate to the parents how the children are developing in the prime areas of learning when the children reach the appropriate age. Effective and useful information regarding the learning and development requirements is shared with the parents in a parent pack. This ensures that they are kept fully informed regarding the requirements for children's learning and development while at the provision and also provides useful information to support their learning at home.

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, very young children have freedom to choose resources and when the childminder explains that they need to wipe their nose, the children demonstrate strong self-care skills by independently and competently going to the tissue box and cleaning their own nose successfully. The childminder is skilful at asking questions at this time and through other routines to support children's individual needs and their thinking process. During daily events the childminder talks to them cheerfully and consistently. This helps motivate the children and they have a go at the tasks at hand, such as making decisions about what to eat at snack time. The children develop close attachments to the childminder, as a consequence, to the good quality input that they receive. In addition, she regularly praises them during daily events, for example, she notices their achievements as they name objects and join in stories. Consequently, the children's behaviour is good and they respond positively to the childminder. For example, they often laugh and they demonstrate their confidence by trying out new tasks. The resources are in good condition, organised effectively overall, and appropriate for the children's different needs and developmental stages.

Healthy lifestyles are successfully promoted because the childminder ensures that the children receive regular outdoor activities that promote exercise, such as, going to parks, walks and playing in the garden. They are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as blueberries and oranges for their snack and water is accessible. Children are involved in food preparation and baking activities, which supports their understanding of healthy eating, such as making blueberry loaf. The childminder encourages them to wash their hands and she talks to them about why keeping their hands clean is important. This effectively supports children's thinking, and promotes their good health. Children are cared for in a hygienically maintained home, which is risk assessed effectively. This ensures that the children can investigate the environment and resources safely. They learn about risks and how to manage them. For example, the childminder teaches them why it is important not to run in a small space indoors, and she continually teaches them the importance of road safety.

The effective support that the children receive in building close attachments and confidence gives them strong skills to move on with their learning. In addition, acquiring these skills prepares them effectively for their transitions from the provision to nursery and school when the appropriate time comes. In addition, the childminder has a good knowledge of the importance of talking to children about new routines and events, such as moving on to another provision and the different happenings when they attend the childminding provision and another setting. This supports their emotional well-being effectively. The childminder works closely alongside parents to support the transition process. For example, she finds out about the children's individual needs so she can effectively support them.

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 good knowledge of how to keep children safe from harm and what to do if there are any concerns about a child in her care. She also demonstrates a clear and effective knowledge of the importance of ensuring all required persons who are involved with children have appropriate background checks, to ensure their suitability to be with them. Safeguarding procedures are clear shared with the parents and a good source of information to them.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the effective use of observations to inform planning a broad and interesting range of activities to support children's individuality. The childminder forms good relationships with the parents through liaising with them regularly to ensure that the children's all-round development is given a strong priority. This is the childminder's first inspection since being registered as a childminder, and she has taken effective steps, to monitor and evaluate her practice to support children. For example, the childminder takes account of parents' views by frequently sharing information through discussion and through written form, such as reviewing information on routines and the full child's background. This ensures any ideas or developments are regularly discussed to ensure learning and care routines are effectively supported. The childminder has a good awareness of her strengths and areas for development and a very positive attitude towards making continuous ongoing improvements for children. For example, she has developed an effective way of using assessment to support children's next stages in learning. The childminder's qualification does have a positive impact on children's learning and development, because the childminder uses the underpinning knowledge gained to effectively support her practice with them. In addition, she liaises with the local authority advisor and takes on their advice to ensure she continues to develop her provision. All of this supports children's overall development and their well-being effectively. The childminder listens to children and responds effectively to their needs in daily practice. This helps children have a voice throughout daily events.

The childminder is building links with other early years provisions and she has a good understanding of the importance of liaising with these provisions to support children's care and learning. For example, she finds out information about the current topics at school to enable her to add to children's learning. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required in the future. This ensures that the childminder is effectively prepared to support children in a variety of different contexts.

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	EY465742
Local authority	Leeds
Inspection number	932623
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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