

Inspection date

Previous inspection date

05/03/2014

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

- The childminder is confident in her teaching and supports children's learning very successfully through providing a rich programme of activities. Consequently, children want to participate and continually learn new skills.
- Good attention is given to supporting children's transitions into the setting. This means they settle quickly when the placement begins and feel safe and secure in the childminder's care.
- The childminder gives high priority to providing a safe, secure and child-orientated environment. This means children can move about freely and access toys easily, to develop independence in their learning.
- Good partnerships with parents are established and maintained. This means communication is highly effective, which benefits children's ongoing care and learning.
- The childminder has high aspirations for her service and strives to continually improve this. Consequently, the outcomes for children's care and learning are continually enhanced.

It is not yet outstanding because

- There is scope to make better use of displays, to further support the learning opportunities of very young children.
- The childminder is not yet making best use of her garden, to fully support children's outdoor play experiences.

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 and observed children playing in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of planning documents, policies, children's records and the childminder's improvement plan.
- The inspector made observations of, and discussed the outcome of a planned activity that involved children exploring rice with the childminder.
- The inspector took account of the views of parents from written comments they had provided.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 months and six years in the Cookridge area of Leeds in West Yorkshire. The whole of the ground floor of the home, the bathroom and two bedrooms on the first floor and the garden are used for childminding purposes. A cat is kept as a pet.

The childminder regularly attends activities at the local children's centre and visits the park on a regular basis with children. She is able to take children to, and collect them from the local school and nursery. There are currently five children on roll, two of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday all year round from 7am to 6pm, except for family holidays and bank holidays. The childminder has qualified teacher status and 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:

- make better use of displays by making these more interactive, for example, using methods for attaching items, such as, pictures and numbers, in a way that enables very young children to explore, use and move these around in their play
- strengthen the learning opportunities for children in the garden by implementing the planned improvements, to further enrich children's physical play, sense of exploration and understanding of nature.

Inspection judgements

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

The childminder is extremely confident in her teaching and makes very clear links between observation, assessment and planning for children's next steps. This enables her to draw up individual learning plans for children, to fully support their development. For example, the childminder notes that one very young child would benefit from practising skills in using a spoon, to develop their confidence and competence in feeding. To support the child she provides a large tray of rice, spoons and various containers. She enthusiastically shows the child how to scoop the rice up with a spoon, emphasising the word 'scoop' as she does so. This inspires the child to 'have a go themselves', which means they can

develop their small muscles in a fun way and transfer these skills to mealtimes, thereby boosting their confidence and self-esteem in their abilities. Parents are fully informed of their child's progress in the setting. For example, the childminder keeps a meticulously well-presented learning record for each one that is shared with parents on a very regular basis. This means they are very well-informed of their child's development in the setting. Parents also add their comments and photographs of their children's learning at home to the record. This means the childminder has a very good picture of children's learning outside her setting and can plan precisely for their next steps. The learning record also provides parents with a valuable memento of their child's formative years, to look back on in years to come.

The childminder gives high priority to supporting children's development in communication and language. For example, she constantly engages them in conversation, which means they become immersed in the spoken word. She makes good use of open-ended questions which are skilfully tailored to the age and stage of development of children. For example, as a young child plays with a doll the childminder asks 'How do we put baby to bed?' The child does not have the necessary language to reply with words, but indicates their understanding by laying the doll in a cot. The childminder confirms the child's response is correct by replying with, 'That's right, lie baby down'. This shows that the child is supported very effectively to begin to use critical thinking and make connections in their learning. The childminder makes very good use of every learning opportunity that arises. For example, as the sun streams through the window she points out the shadows that result on the wall. She enthusiastically says 'Oh, look that's your hand and your hair'. This captures children's curiosity and means they become fully aware of what is happening around them. Consequently, they develop a good knowledge base and are well-prepared to further their learning at school when the time comes.

The childminder provides a well organised and stimulating learning environment for children. Toys and resources are attractively presented at their height, which means that from an early age they develop independence in their learning as they are able to make choices and follow their interests. For example, one young child takes musical instruments from a drawer and delights in exploring the sounds. This means the child can develop her listening skills in her own way. Photographs and letters of the alphabet are displayed at children's height. These are used by the childminder to talk about previous activities children have enjoyed and about the initial letter sound of their name. Younger children are keen to explore such resources and although the childminder encourages them to remove the items from the display, to observe them more closely they are not able to do so easily. This means children cannot move and use the items to fully support their play. The childminder knows when to sit back and let children explore for themselves. For example, she observes a young child trying to scoop rice from a container. The child perseveres in her quest but is not successful as the bowl of the spoon is too deep for the child to use effectively. The childminder sensitively steps in and suggests the child uses a different spoon. This means that children have opportunities to keep trying but at the same time do not become unnecessarily frustrated in their learning. The childminder gives very good attention to promoting children's mathematical development. For example, she brings in counting for a purpose with very young children in a simple way, such as, counting one, two, as she cleans that number of high chairs after snack. As children pour

rice from containers she emphasises words, such as, 'full' and 'empty', so they start to learn about capacity.

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

The childminder gives very good attention to making children's transitions into her care a stress-free and pleasant experience for them and their parents. For example, she gathers a wealth of information about children's individual needs and how these can be met. Settling-in visits are offered over a period of time and staggered to coincide with certain aspects of children's routines. This means, for example, they become accustomed to sleeping in a new environment. Consequently, when the placement begins they settle well and quickly develop strong bonds with the childminder. For example, as she reads to them children snuggle into her, clearly enjoying the closeness of the experience. This means they are emotionally secure and have a strong base for their learning and development and are confident to take part in new experiences. For example, they develop their social skills as they attend activities at the local children's centre, library and a music group. This means that they have regular contact and interaction with other adults and children outside their normal childcare setting, which further prepares them for their transition to school.

The childminder pays good attention to promoting children's independence in their self-care from a young age, which means they learn about the importance good hygiene routines play in keeping them healthy. For example, she uses dolls to link into children's own experience of bath time, encouraging them to undress the dolls and place them in a bath. As they do so, the childminder praises them for making their 'baby' nice and clean. When very young children have finished eating the childminder gives them a wipe and encourages to use this themselves to clean their hands and face. This gives children responsibility, which in turn raises their self-esteem. The childminder provides daily opportunities for children to benefit from fresh air and physical exercise, which means they keep fit. For example, she takes them for walks and to the local park to use large play equipment, so they learn to coordinate their movements. The childminder is not currently using her garden as this requires some attention to make it a more suitable environment for very young children. This means opportunities for children to further enhance their physical skills, understanding of nature and sense of exploration are not fully embraced.

The childminder is highly effective in helping children to learn to behave well. Her patient approach and good use of praise to acknowledge their efforts and achievements makes children feel good about themselves and means they want to please. For example, one child beams in response as the childminder reacts to her efforts with 'Good, you are doing some good scooping' as they play with rice. The childminder supports children very well in learning about keeping themselves safe. For example, at lunch time she explains that the steam they see coming from their food means this is hot and that they need to wait until it cools down, so they do not burn their mouth. She also sensitively explains to more adventurous toddlers why they must not climb on certain items, as they may fall and hurt themselves. This encourages children to learn to behave in a responsible manner and to minimise risks to themselves.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a comprehensive range of policies and procedures in place and all necessary records are detailed and kept up-to-date. For example, she promptly records any accidents, so they can be shared with parents. This very successfully underpins the safe and efficient management of the service. Assessments effectively identify any risks to children's safety and effective action is taken to minimise any hazards. This means children are kept safe at all times. The childminder keeps her knowledge of child protection issues up-to-date through training. This means she is confident in recognising the possible indicators of abuse or neglect and knows when to refer any concerns to the relevant authorities.

The childminder has high aspirations for her service and is a very reflective practitioner. This enables her to complete a very accurate evaluation of her strengths and areas for improvement. In turn, this enables her to develop a realistic and accurately targeted plan for how she intends to move her service forward. The childminder meticulously reviews and assesses the success of the educational programmes she provides. For example, she establishes children's starting points in their learning, makes regular observations of their responses to the activities and plots their progress on a 'tracker' sheet each term. Consequently, she can quickly identify any gaps in children's learning and address these successfully, so they reach their full potential. The childminder is a qualified and experienced teacher and pays good attention to her continuous professional development. For example, she attends additional training courses to further hone her skills. She successfully implements the new knowledge she gains into her practice. For example, attending a course on the characteristics of effective learning has enabled her to make more in-depth assessments of children's responses to the activities she provides. The childminder is also a member of the local childminder support group, which she regularly attends. This provides good opportunities to be involved in and contribute to discussions on best practice.

The childminder works extremely well in partnership with parents. They are fully informed of how her service operates when the placement begins and on an ongoing basis. For example, she goes through all her policies and procedures with them and keeps them fully informed of their child's day and forthcoming events, through individual diaries, newsletters and her website. The childminder fully involves parents in her evaluation process by asking them to express their views of the service through questionnaires. This means they play a vital part in shaping the service to meet their needs. Parents express very positive comments about the high quality service they receive. For example, they state that they are extremely happy with the care their children receive and the progress they have made in their development. They also comment on how their child is keen to attend and that they would not hesitate in recommending the childminder's service to others. Currently, there are no children on roll who speak English as an additional language or require support from outside agencies. However, the childminder is aware of who to contact for support and advice, when necessary.

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	EY464421
Local authority	Leeds
Inspection number	932613
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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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