

Inspection date

25/02/2014

Previous inspection date

07/12/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 has a secure knowledge of how young children learn. She holds a recognised childcare qualification and is experienced in caring for children. Consequently, children are provided with a very good range of stimulating, challenging and fun activities, supporting them to make good progress in their learning.
- Children's well-being is effectively promoted as the childminder knows them well and meets their individual needs. As a result, they are healthy, safe and happy in the setting.
- Partnerships with parents are trusting and strong with effective communication sharing, enabling the childminder to tailor the care and learning children receive. Consequently, children feel secure and happy and are motivated in their play and learning.
- The childminder has a very good understanding of her responsibilities with regard to child protection. Her home is safe and effective steps are taken to reduce potential dangers. As a result, children are safeguarded well when in her care.

It is not yet outstanding because

- There is scope to extend further children's very good outdoor learning experiences.
- There is room to further enhance young children's personal, social and emotional development as they learn about themselves and other people special to them.

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 the childminder and the children playing in the living room, kitchen and garden and talked to them at appropriate times throughout the inspection.
- The inspector sampled a range of the childminder's documentation including, disclosure and barring checks, qualifications, safeguarding information and children's learning records.
- The inspector carried out a joint observation with the childminder, which involved young children developing their physical skills.
- The inspector acknowledged the views of parents.

Inspector

Lindsay Dobson

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Allerton Bywater between Leeds and Castleford. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis and she collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 9pm, Monday to Friday, except for bank holidays and family holidays. 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:

- extend further the use of the garden to support children's good outdoor learning experiences
- develop further children's understanding of themselves and others, for example, by sharing and displaying photographs of themselves, their family and other special people.

Inspection judgements

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

The childminder holds a recognised childcare qualification and has experience of working in childcare settings. This experience supports her to provide children with good opportunities to learn and develop the skills they need for the next stage in their learning and their transition into nursery and school. This is further supported by the range of activities she provides, her interaction and the quality of her teaching ensuring children make good progress across all areas of learning. The childminder is using her knowledge of child development to monitor and assess children's learning. She records observations on the children in individual learning journeys. These observations are supported by good photographic evidence, they are linked to the areas of learning and assess how best to move the children on to their next stage. The childminder uses the children's identified next steps and completes individualised planning. Quarterly summative reports are shared with the parents to ensure they are well-informed about their child's stage of learning and can continue to support them at home. This ensures a consistency in learning and a close working partnership. The childminder completes the progress check at age two on children and shares information with the parents. This further ensures that parents have a clear

picture of their child's development and future learning needs.

The childminder makes learning fun for young children. She extends their interest in activities by using real life resources. For example, children role play with the kitchen and home corner equipment, they make pretend cups of tea using authentic tea bags. They then wash up in their small sink adding their own washing up liquid to the water. The childminder's open ended questioning supports children's critical thinking, as they explain to her that the tea is hot and you have to be careful and blow it. The more able children also like to copy the childminder as she looks after the babies. They feed their dolly in the high chair and then sit her in a small chair as the childminder supports the baby's physical skills by encouraging independent sitting. An early focus for the childminder is supporting children's personal, social and emotional development. She ensures close bonds are formed with children, by working closely with their parents to find out about their individual needs, care routines and stage of learning at the start of the care arrangement. Children are very settled and happy in the childminder's care and show a genuine affection for her. This supports their sense of security and well-being. However, they have fewer opportunities to see photographs of themselves and their family and other special people around the setting to further support them as they make positive relationships.

Children have space both indoors and outside to enjoy physical play as well as using facilities in the community. They are regular visitors to parks and community groups, where they interact with other children and develop their enjoyment of outdoor play. Consequently, children are developing their social skills, preparing them for the next stage of learning. However, there is scope to develop the use of the childminder's garden further, to enhance the good learning opportunities children have across all areas of learning. The childminder develops children's play very well. They enjoy using the small world resources, such as the zoo. They make enclosures for the giraffes and other animals and whizz the small people around in the vehicles. Enjoyment and learning is further enhanced as the children look at the childminder's hand-held computer and access appropriate animal games. This supports their awareness of technology and extends their interest and concentration as they focus on their play.

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

Children enjoy a very warm and caring relationship with the childminder and show through their play and interaction that they feel safe and secure. They play comfortably in the childminder's home and access toys safely and confidently, making choices about what they would like to do. Resources are of good quality, easily accessible and attractively displayed to encourage children's involvement. This fosters their independence skills and self-motivation. The childminder plans effectively to ensure children are happy during their time with her, and works closely with parents to make sure children's individual needs are met. The childminder is aware of each child's interests and unique characteristics. This helps children form secure emotional attachments and aids their transition from their parents into the setting. The childminder starts this process by visiting the child in their own home. The childminder knows the children well and is very aware of the signs when a child is getting tired or needs reassurance. She gives children time during daily care routines and meal times, and lets them move on at their own pace, providing a sense of

calm and making children feel special. Good attention is given to keeping children safe while in the home and on outings. They learn about road safety and practise the emergency evacuation procedures regularly so that they learn about how to keep themselves safe.

Children's personal, social and emotional development is fostered effectively. They have good opportunities to socialise with others as the childminder takes them to child-centred activity groups. This helps to develop their understanding of the need to share, take turns and play as well as preparing them for different transitions in their life, such as the move to nursery. The childminder is a good role model, who teaches the children about kindness and respect through praise and the positive example she sets. She adopts various ways to celebrate children's achievements, for example by offering positive praise. This helps to raise children's self-esteem and confidence. Inclusion is given good attention and all children are warmly welcomed, valued and respected. The childminder communicates effectively with parents. Daily discussions and written documentation provides parents with information about their children's care and achievements.

Children are offered healthy snacks and meals by the childminder. She also works in close partnership with those parents who provide baby food and milk for the younger children. The childminder ensures that children have free access to drinks throughout the day to ensure they remain hydrated. There are regular opportunities for outdoor play and trips to places of interest. This supports children to have a positive attitude to exercise and enables them to benefit from fresh air, further promoting their good health. Children learn about positive personal hygiene routines. The childminder continues to enhance this further, for example, by supporting children to become independent in managing their own self-care and personal hygiene needs.

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

The childminder has a very clear understanding of safeguarding issues and is confident in her ability and responsibility to protect children from harm and keep them safe. She has completed child protection training and advises parents of her responsibilities through discussion and access to a broad range of policies and procedures. The childminder shows a clear understanding of the procedures to follow in the event of a concern, including how and when to make a notification to Ofsted. Her knowledge of the welfare requirements is very strong and children's safety is well promoted. Adults in the home hold appropriate disclosure and barring checks ensuring they are suitable to be around children further promoting their safety. The childminder implements robust risk assessments which help to create a child-friendly and safe environment for children to play and explore with confidence. She remains constantly vigilant and reassesses the environment to reflect the ages and level of understanding of the children that attend. In addition, the level of close supervision offered to the children is consistently good.

The childminder is knowledgeable about how children learn and understands her responsibilities in meeting the learning and development requirements. As a result, she ensures that children receive a very broad range of experiences across all areas. The

childminder monitors their progress towards the early learning goals, including discussing the required progress check at age two years with parents. As a result, the childminder easily identifies any areas where additional support might be needed, in order to help children make good progress in their development. The childminder keeps parents well informed about the policies and procedures that underpin her childminding practice, so that they fully understand the care their child will receive. She exchanges plenty of information with parents, so that they are clear about their child's daily activities and the progress they are making. She discusses and shares learning records, to inform them of their child's current development stage and she encourages parents to add their comments and share their children's experiences from home. As a result, parents gain a good understanding of their child's progress and can contribute more effectively to their continued development at home. Partnership working with other providers is very effective. A newly implemented 'ping pong' shared care book further enhances this practice and enables all parties to work collaboratively together for the benefit of the children.

The childminder is enthusiastic about her work with children and demonstrates a very positive attitude to continually raising the quality of the care she provides. She is using the Ofsted self-evaluation form to effectively identify her strengths and areas for continued development within her provision. The childminder reflects on her provision and seeks the views of the parents and the children to enable their thoughts and ideas to support future enhancements. The childminder has identified some areas for improvement, for example, extending the play space she has for the children, by having a conservatory built. The childminder is a well-qualified practitioner who continues to attend ongoing training and update her knowledge to further enhance her practice. As a result, she is able to meet children's individual needs and provide the high quality care she strives for.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY442415
Local authority	Leeds
Inspection number	952731
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	07/12/2012
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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