

Inspection date

Previous inspection date

15/05/2014

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 ensures that the provision stimulates the children's interests and challenges their learning. Opportunities for learning are created in all aspects of the setting.
- Children are happy, relaxed and secure and they develop very positive relationships with the childminder, who is attentive and shows that she knows them and their families well.
- Positive relationships with parents build up through effective settling-in procedures and daily discussions about children's care and development. This helps to promote continuity of care and learning for children.
- The childminder has a secure understanding of safeguarding procedures, which helps to protect the children in her care.

It is not yet outstanding because

- There is scope to further develop the use of the outdoor area to extend children's mathematical skills and number recognition.
- Resources, such as books, are not accessible in some areas of the setting, which means that children cannot always freely choose what they want.

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 children engaged in activities both inside and outdoors.
- The inspector looked at children's assessment folders and a selection of policies, procedures and children's records.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder and all persons living on the premises.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Sian Campbell

Full report

Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 14 months in the Armley area of Leeds. The whole of the ground floor, a playroom on the first floor and an enclosed garden are used for childminding purposes. The childminder attends a toddler group and activities at the local children's centre. She visits the local farms and parks on a regular basis. She also takes children on walks in the local environment, including to the nearby woods. She collects children from the local school and pre-school. The childminding provision operates all year round on Wednesday, Thursday and Friday from 8.50am to 6pm, except on bank holidays and during family holidays. There are currently six children on roll, of whom four are in the early years age range.

What the setting needs to do to improve further

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

- develop further opportunities to support children's language development by making reading resources more accessible in all areas of the setting, for example, downstairs and outdoors
- extend opportunities for children to further develop their mathematical skills, for example, by developing the use of number labelling outdoors to extend counting and the recognition of number.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements. She is skilled at planning for individual children's learning and is sensitive to their needs. Children make good progress because the childminder takes great care to learn about the children who attend her setting. She gains information from parents on entry, as well as making regular observations and getting to know children's likes and dislikes. As a consequence, children's needs are met effectively and promptly. Parents are invited to look at children's learning files on a monthly basis and they add their comments to the detailed summary that the childminder produces. The childminder fills in a daily diary that goes home with the children each day. This enables parents to comment on achievements made or to make requests or comments about the needs of the child. Parents are actively involved in their children's day-to-day learning and care, as a result of this effective and ongoing communication.

The childminder ensures that the children receive a balanced and broad range of activities that present challenges for them. For example, she plans an activity at the sand table outside to support children to explore textures and describe the feel of sand as it passes through their fingers. They are motivated as they investigate the tools available for scooping the sand. The childminder introduces the children to vocabulary, such as 'full' and 'empty', to support their learning as they fill and empty containers with sand. The childminder supports children of all ages to participate in activities at an appropriate level based on her knowledge of their starting points. She encourages a child who is beginning to pull herself up to hold onto the sand table and play alongside her peers. Effective communication and close interaction from the childminder during activities support children's language development successfully. The childminder asks questions, maintains good eye contact with the children and uses repetition to aid their understanding during activities. She provides opportunities for children to share familiar stories and rhymes in the playroom upstairs. However, there is scope to extend children's literacy development further by ensuring resources are more accessible. For example, by providing baskets of books in the downstairs playroom and outdoor area.

The childminder makes regular observations of the children as they engage in child-initiated play. She uses observations to plan children's next steps in learning across the seven areas. For example, she observes the children's interest when they engage in messy play at the local children's centre. Children enjoy exploring dough and the texture of different materials, such as rice and pasta, in collage activities. The childminder then incorporates these activities into her planning. She makes dough to bake biscuits, supports children to create collage pictures to celebrate festivals and provides appropriate resources for children to engage in mark making. The childminder skilfully incorporates opportunities for children to develop independence and practise skills, such as dressing and undressing, as appropriate. This supports children's all-round skills and their readiness for school effectively. The childminder has a clear understanding how to implement the progress check for children between the ages of two and three years. She is preparing to complete these checks alongside parents and report on the prime areas of learning. The childminder encourages parents to share information about what the children do at home and provides suggestions in her newsletters for how learning can be extended outside of her setting.

The main room used for childminding is well organised with clear, printed labels to indicate resources. The childminder has completed training in sign language and includes the signing symbols on her resource labels. Visuals of inclusive practice are displayed. The children are learning about festivals and significant events in their lives. The childminder demonstrates a good understanding of how she meets the needs of children who speak English as an additional language. Resources are varied and children maintain interest in the activities they choose. For example, they choose to play with a doll's house and demonstrate how they can select the appropriate figures to accompany their play. The youngest children enjoy standing at an interactive activity table to select familiar songs and rhymes. The childminder joins in with the counting rhymes, supporting the children's understanding of number. Children see number in print as they are displayed within the childminder's home. However, there is scope to help children to extend counting skills and refer to numerals in their play, in order to develop their early mathematical skills, for example, by enriching the outdoor area with number labels.

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

The childminder forms strong bonds with the children in her care. She is sensitive to the needs of the children and their parents. Parents' comment about how they feel the childminder creates a 'home-from-home' environment for children. They value the information they receive about their child's achievements and emotional well-being. Parents feel reassured by the regular communication with the childminder at the beginning and end of the day. Young children go to the childminder for cuddles when feeling tired. They like to try new things in their play but like to know she is nearby. Children feel safe and secure with the childminder because their emotional needs are met effectively. Positive behaviour is reinforced and encouraged. This helps children to learn about the boundaries set and to manage their own behaviour well. Children are encouraged to be independent and practise their skills, such as climbing the stairs. The childminder talks to the children constantly and reminds them to take their time and move carefully. This means that children learn the importance of safety in the home and their awareness of the safety of other children as they move around the setting.

Healthy lifestyles are successfully promoted because the childminder ensures that the children take part in regular outdoor activities that promote exercise, such as going to parks and playing in the garden. Health and hygiene practices are well embedded and children are familiar with them. Children know to wash their hands before snacks and lunch. Visual prompts are displayed in the downstairs toilet to support children to think about effective hand washing. Light snacks, such as an interesting variety of chopped and sliced fruit and breadsticks are provided for children. This supports the children to eat independently and experiment with a variety of finger foods. Healthy snacks and meals are provided by the childminder and she is mindful of the food groups that some children do not eat due to their religious practices. The childminder successfully meets the strict dietary needs of children through gaining information from parents and researching information that would benefit the child. She cooks and provides a range of healthy, nutritious and interesting meals that are enjoyed by the children. As a consequence, she is able to promote their health and well-being.

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

The childminder has a good understanding of the safeguarding and welfare requirements and she successfully implements them. For example, she knows how to keep children protected and what to do if there are any concerns about a child in her care. She also demonstrates a good knowledge of the importance of ensuring all persons in the household have appropriate background checks to ensure their suitability to be with children. Children benefit from an effective range of safety measures, such as, stair gates, fire alarms and cupboard locks. Detailed risk assessments are in place for the setting and for all outings. These are regularly reviewed and updated to ensure all eventualities are considered.

The childminder understands her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She monitors the educational

programmes to ensure all areas of learning are covered in depth and that they provide suitable challenge for children. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with activity planning. Clear tracking documentation is in place, which enables the childminder to establish starting points. She also systematically monitors the progress children make over time. This ensures she has an accurate understanding of all children's skills and abilities. Parents are invited for introductory visits where the childminder discusses her practice and provides them with copies of her policies and procedures. She works cohesively with parents to develop consistency between home and minding environments and to ensure that children's individual needs are routinely met. Daily information is shared verbally with parents, as well as through text messages and email.

The childminder is positive about updating her understanding of good quality childcare through attending relevant training. She is enrolled on a foundation degree course starting in the autumn and is looking forward to developing her practice even further. This is the childminder's first inspection since registration and she has taken clear and effective steps to monitor and evaluate her practice to support children. For example, the childminder has begun to use the Ofsted self-evaluation form to monitor and evaluate her practice. In addition, she is keen to take advice from her local early years advisor and to share good practice with other childminders. As a result, she has a good understanding of the areas for development, such as improving opportunities for children to develop their mathematical skills when they play outside. The childminder demonstrates a positive attitude towards continuous improvement. This, in turn, helps to improve outcomes for children. The childminder is building links with other early years provisions. She has a good understanding of the importance of liaising with other professionals to support children's care and learning. She demonstrates a good understanding of the importance of working in partnerships with other agencies to support children's speech and language development. This ensures that the childminder is effectively able to support parents and children in her setting and at home.

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	EY442908
Local authority	Leeds
Inspection number	887167
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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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