

Inspection date

Previous inspection date

27/03/2014

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 clearly understands how to successfully support children in their learning and development. She demonstrates effective teaching skills and organises a wide variety of experiences for children to enjoy. As a result, children make good progress in their learning.
- Parents are involved in their children's learning and are kept well- informed of their on-going achievements. This consistent approach makes a strong contribution to children's care, learning and development.
- The safeguarding and welfare requirements are fully understood by the childminder through clear and well written policies and procedures, which are embedded in the children's daily routine to ensure they stay safe.
- The childminder's drive for improvement is effectively supported by good systems that monitor and review the quality of her provision and by her continued commitment to her own professional development. This enhances all aspects of her provision and therefore, children continue to make good progress.

It is not yet outstanding because

- There is scope to enhance the stimulating play area and outdoor area by extending the use of print and complementing pictures to strengthen children's understanding that print carries meaning.

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 a joint observation with the childminder of children baking.
- The inspector observed children playing both inside and outside in the garden.
- The inspector looked at a selection of documentation including suitability checks, policies and procedures and children's learning journeys.
- The childminder talked to the children and the childminder throughout the inspection.

Inspector

Jane O'Callaghan

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 three children aged six, four and two years in Cookridge on the outskirts of Leeds, West Yorkshire. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has two cats and two guinea pigs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except 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:

- enhance the learning environment both indoors and outside by making it richer in words and pictures to further promote and support children's understanding of words and what they mean.

Inspection judgements

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

The childminder has a very secure knowledge of how children learn and develop, which supports her to meet children's needs. She understands the importance of working in partnership with parents and gathers comprehensive information about children's starting points, individual interests and needs. This helps the children to settle happily in her care. Regular observations of children's progress identify their stage of development and inform plans for the next steps in their learning. These are closely linked to children's interests and help them to acquire the skills and motivation to learn successfully. The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching and learning. As a result, she fully extends children's learning as she sensitively joins in with their play. For example, the childminder knows how children love to play with the fire engine and other emergency service vehicles. She shows them where they are along with books about them. The childminder then stands back and allows children uninterrupted time to play and explore and use their imagination as they play with the toy fire engine and look at the pictures of them. This means that children enjoy a good balance of adult-led and child-initiated activities throughout the day. The childminder encourages parents to be involved in their children's learning. She makes very effective use of her daily discussions with parents to talk about children's progress, how learning can be supported at home. Parents willingly contribute and share their own observations

of their children's achievements. The childminder completes an in-depth progress check at age two, identifying children's progress in the three prime areas. She ensures that parents and other professionals involved with the children contribute in order to ensure that their progress and next steps are clearly identified.

Children are able to access a very good range of age appropriate toys and resources, which are clearly labelled. However there is room to further enhance this through extending the display of words within the home and outside in the garden to help children begin to recognise that print carries meaning. Children eagerly respond to the childminder asking them if they would like to make some buns for Mother's day. The childminder shows the children the ingredients and supports their learning effectively through asking questions. For example, 'where do the eggs come from?' to which children respond 'hens' and tell her they live on farms. This helps to promote their early understanding of the world in which they live. Throughout this activity children help to weigh the butter and sugar, they take turns to stir the mixture and place it in the bun cases. This further promotes their understanding of numeracy, as they count how many buns there are, along with learning to take turns. The childminder ensures that children have free access to the large garden. They are very keen to go outside; they independently try to put on their coats and wellingtons. While outside they play in the water, learning to pour it through the water wheel and watch as it empties out. They have good opportunities to draw and paint on the outdoor easels where they choose the colours and recognise the primary colours of red and blue. Children run around outside sitting in the toy cars and moving them around, making sure they do not 'crash'. Children's language and literacy skills are promoted well by the childminder. For example, they select from a very good variety of age-appropriate books. The childminder encourages them to sit with her and together they look at the different pictures of the emergency services and read the story about the car. As they listen the young children attempt to repeat the story and the childminder gives them lots of encouragement and praise. This helps to boost their confidence and self-esteem. Children's literacy is further promoted by attending the local library and children's centre for singing and story time. This helps to develop their social skills, which helps children to have the key skills needed for their next stage in learning. The childminder offers a very homely environment where children have lots of fun and enjoyment throughout their day.

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

The childminder makes the children's transition into her care very smooth because she takes great interest in their personal likes and dislikes. Consequently, children are happy and content because of the effective settling-in arrangements, which ensures their individual needs are met. For example, information is obtained from parents about children's routines, interests and comforting techniques to enable the childminder to offer a consistent approach, which supports children's well-being. The use of a daily diary with children ensures information is exchanged and their needs continue to be met. The childminder provides a calm environment and displays genuine concern and affection for them. Good, warm and caring relationships between the childminder and children are evident.

Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. The childminder ensures that children understand the need to share and to be kind to each other and to remember their manners. She is a good role model to the children and steps in to divert them in mild conflicts. Consequently, the behaviour of children is good. The childminder is committed to keeping children safe. The home is safe and secure and toys and resources are checked and cleaned regularly to ensure they do not pose a risk to children's health or safety. Fire drills are practised regularly and the detailed records ensure all children are given the opportunity to take part and their reactions are monitored so that any additional support or reassurance can be provided. Good hygiene procedures mean that children learn from an early age the importance of cleansing their hands. This is completed independently using hand wipes before meals and after using the toilet accessing disposable towels. Children develop a good understanding of healthy eating through eating fruit, other healthy snacks and homemade nutritious main meals. Children engage in a wide range of physical activities, including visiting the playgrounds in the local park and playing in the well-resourced garden. For example, riding on a selection of wheeled toys and climbing on the large apparatus in the garden. This ensures children get plenty of fresh air and learn about a healthy lifestyle

The childminder provides a range of good quality, age-appropriate toys and resources, and effectively organises her home to enable children to make independent choices about their play. The welcoming, well-resourced environment provides a good range of easily accessible toys and play equipment inside and outdoors. The home is set out to entice children to access toys and resources at will, to enhance their play and initiate their own activities. As a result, they become confident in making choices and become independent learners. Children are well prepared for the transition to school through regular visits and attending activities at local schools, which help them to be confident as they move on to the next stage in their learning.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She is clear on what to do in the event of a safeguarding concern and is aware of the signs and symptoms of abuse. The childminder has attended several courses in safeguarding and also ensures that all people living in the home have completed all of the required checks and that children are never left unsupervised. This ensures children in her care are safe and protected from harm. The childminder undertakes a risk assessment of her home and of outings, and puts effective measures in place to minimise any potential hazards. For example, children know to help to tidy up the toys after they have finished playing with them.

The childminder reflects on her practice, the environment and her resources continually. She is fully aware of her strengths and areas to improve and keeps written records of these. She ensures she is fully up-to-date with her training and development. The childminder reflects thoroughly on any training sourced, and uses it to improve her practice. She strives to provide the best she can for children, using feedback from parents

and a written self-evaluation form to help her achieve this. The childminder has detailed and precise documentation and ensures that her planning, observations and assessments meet children's individual interests. She monitors their development and completes individual trackers to assess their progress regularly. Consequently, it is clear how well children are progressing towards the early learning goals.

Partnerships with parents are good, and questionnaires demonstrate how very pleased they are with the service. They describe how they are fully involved in the children's learning and how individual needs are catered for. The childminder also ensures parents receive further information about how and what their children are doing through termly newsletters. She has a good understanding of the importance of liaising with other early years provisions and professionals to support continuity in children's learning. She works with the local authority and other childminders, and therefore has established relationships where she can gain advice and support.

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	EY466954
Local authority	Leeds
Inspection number	936898
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	4
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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