

Inspection date	21/07/2014
Previous inspection date	04/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 provides children with a broad range of enjoyable activities that capture their interest. Consequently, children are motivated to learn and make good progress in their development as a result.
- The childminder has a caring and welcoming manner, which means children settle well and quickly feel part of the setting. As a result, they feel safe and are confident in being away from their parents.
- The childminder gives high regard to promoting children's safety. This means they are kept free from harm at all times.
- Partnerships with parents are good, and as a result, information about children's ongoing care and learning is shared frequently and effectively.

It is not yet outstanding because

- Children are not consistently provided with opportunities to recognise and write familiar words, such as their own name, in their play and learning.
- The childminder does not make best use of the outdoor area to fully support some aspects of children's developing literacy and numeracy.

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 in the downstairs rooms of the house and the garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's learning records, the planning documents and policies.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents recorded in written comments.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three months and three years in the Bramley area of Leeds. The whole ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The family has a dog and a rabbit as pets. The childminder attends a toddler group and visits the shops and park on a regular basis with children. She takes children to and collects them from the local school and nursery. There are currently two children on roll, both 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 for Bank Holidays and family holidays. She holds an appropriate early years qualification at level 3 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:

- extend the opportunities for children to see and recognise familiar words in the environment, for example, by providing name labels for self-registration
- enrich the opportunities in the outdoor area for children to further develop their skills in literacy and numeracy, for example, by displaying words and numbers in context and by providing items that children can use for ordering and counting.

Inspection judgements

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

The quality of the childminder's teaching is good. She carefully plans activities to meet children's individual learning needs and presents them in a way that is enjoyable for them. Consequently, they want to take part and are motivated to learn. For example, to support more-able children to develop an understanding of letters and sounds, she uses action songs. This captures children's attention, and as a result, they delight in joining in with actions, such as pretending ants are crawling up their arm, to link to the sound of the letter A. The childminder extends children's learning even further by placing a small number of cards depicting letters around the garden and encouraging children to look for them. Children are captivated by the idea and excitedly search for the cards. As they find them, the childminder encourages children to say the letter sound and link it to the name of the object it was placed on. Children are more than willing have a go and confidently link the letter sound G to the word 'gate'. This successfully supports children to become motivated learners who are observant and develop confidence in their literacy skills. This means children are acquiring the necessary knowledge, attitudes and dispositions they

need to be ready for the next stage in their learning or school when the time comes.

The childminder makes good use of information and communication technology as a means of engaging children and broadening their learning. For example, to encourage children to learn about the concept of opposites, she shows them pictures of various items on an electronic device. As she shows children a picture of a cooker, she asks them if this gets hot or cold. She gives children time to think and they respond correctly with 'Hot'. The childminder sensitively reminds children that they must not touch the real item as they could burn themselves. She challenges children's thinking further by asking them 'What would you need to do if you got burnt?' Children respond with 'Call the paramedics'. This demonstrates that children are supported well to become critical thinkers and confident communicators. The childminder provides a welcoming environment for children to play and learn in. Toys and resources are readily accessible to support their self-initiated play, which means they become independent learners. For example, children delight in freely explore ice cubes in a large tray outside, discovering for themselves how these melt as a result of the warmth of their hands. The childminder makes good use of labelling and numbers indoors to show children how these have meaning. However, children have fewer opportunities to observe and use these in context in the garden, to further excite and encourage their developing numeracy and literacy skills.

Children show a keen interest in making marks, and the childminder teaches more-able children how to write their name in an enjoyable way. For example, she encourages them to try and form the initial letter of their name using a brush and water on the ground outside as an alternative to using a pencil and paper. However, the childminder does not always provide rich opportunities for children to see and use familiar words, such as their own name, in order to build on their emerging early reading skills. The childminder keeps a learning record for each child and these are shared regularly with parents, so they know how their children are progressing in the setting. The childminder also issues regular newsletters that inform parents of forthcoming topics and outings children will be involved in, and which areas of learning these will support. For example, explaining how she will teach children about shape, space and measure as they take part in an obstacle course. Parents are actively encouraged to share their children's achievements and learning at home with the childminder, so she has a full picture of their development. This shared approach demonstrates a continuity of learning between the home and the setting, and contributes to the good progress children make.

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

Parents are asked to provide the childminder with comprehensive information about their child's individual needs and how to meet them. This enables the childminder to provide care that is consistent with children's home life, which provides security and stability for them and successfully supports their emotional well-being. Consequently, children feel happy and secure in being away from their parents. The childminder is a good role model for children's behaviour. She gets down to their level during activities and interacts well with them, which shows children that she is listening to them and values what they have to say. This makes children feel good about themselves. The childminder praises children's efforts and achievements. As a result, children have good levels of self-esteem and faith in

their abilities, and feel confident to make decisions for themselves. For example, when asked they do not hesitate in selecting what filling they would like in their sandwich at lunchtime.

The childminder pays good attention to ensuring children keep healthy and fit. For example, she makes sure children have access to the garden each day and that they develop good coordination through using a variety of play equipment. As a result, children delight in bouncing and performing star jumps on a trampoline, and show a good sense of balance as they use wheeled toys, such as a scooter. Children are actively encouraged to develop independence in their self-care, which means they are well prepared to manage this for themselves when they move on to school. This further promotes children's sense of well-being. For example, the childminder encourages children to help apply sun cream to their arms before they go out to play on hot days. Children are provided with nutritious food and the childminder clearly explains to them the importance of eating plenty of fresh fruit, which further promotes their good health.

The childminder provides good opportunities for children to engage with other adults and children outside her setting, which supports them to develop good social skills. For example, she regularly meets up with another childminder and the children she cares for, and visits attractions, such as a soft play provision. The childminder successfully minimises any risks to children's safety in the home and on outings and also pays good attention to raising children's awareness of how hazardous situations can be managed, to further support their emotional well-being. For example, she teaches them about the role the emergency services play in providing aid. She reinforces the role of firefighters by taking children to the local fire station so they can observe and talk about features of a fire engine. As a result, children can confidently relate that in the event of a fire they would need to 'phone for a fire engine using 999'.

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

The childminder has devised clear policies and procedures to underpin the efficient management of her service, which helps to keep children safe. Through attending training, the childminder's knowledge and understanding of child protection is good, and as a result, she is confident in recognising the possible indicators of abuse or neglect. She has good information to guide her, should she need to refer any concerns about a child's welfare to the relevant authorities. Daily safety checks ensure her home is free from hazards and children are supervised well at all times, which further protects them from harm. The childminder makes sure she continues to enhance her professional development through attending further training. As a result, she continually hones her childcare skills in order to move her practice forward.

Partnerships between parents, providers of other early years settings children attend and the childminder are good. For example, parents are kept fully informed about all aspects of the service. They receive a welcome pack when the placement begins, which includes copies of the childminder's policies and procedures. Discussion, information displayed in the entrance and newsletters keep parents up to date with their child's day and

forthcoming events. Parents' comments about the service are very positive and demonstrate their satisfaction with the service. For example, they state that the childminder is very caring and that she provides a professional service. The childminder has good links with the local school nursery, which some children also attend. This promotes the good ongoing sharing of information as to how children's learning and development can be promoted cohesively as they move between settings. For example, the childminder provides activities that complement and extend topics children are following in the nursery. This provides good continuity of learning for children.

The childminder pays good attention to monitoring the quality of her service and how this can be improved, to further enhance the outcomes for children's learning and development. She successfully assesses her strengths and areas for development through self-evaluation, which includes taking into account the views of parents and children. For example, children complete a simple tick-list sheet to express what it is they like or do not like about attending. The childminder has successfully addressed all actions and recommendations for improvement since her last inspection and following a monitoring visit undertaken in June 2014. In addition, she has made improvements to the layout of her garden by installing a decked area, so children have a surface where they can use wheeled toys, for example, when the grassed area is wet. This further enhances children's outdoor play opportunities. The childminder has clear plans as to how she intends to enhance the good quality of her service even further in the future. The childminder makes regular observations and assessments of children's responses to the activities she provides and analyses how she can support children to move their learning on in all areas. This means children are supported to close any gaps in their learning, so they reach the expected levels of development that are typical for their age.

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	EY425597
Local authority	Leeds
Inspection number	965367
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	04/02/2014
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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