

Inspection date	04/08/2014
Previous inspection date	10/02/2014

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 quality of teaching is good. The childminder is enthusiastic and motivated. She talks consistently to children at their level, asking questions to ensure individual children develop their critical thinking skills through good quality time she spends with them.
- The childminder is very caring, sensitive and skilled in helping children to feel settled and to form secure emotional attachments. This in turn nurtures their independence, confidence and overall well-being.
- Partnerships between the childminder, parents, and other providers are very positive. The joint approach to the children's care and learning ensures that they are fully supported to make good progress in the areas of development.
- The childminder has a good knowledge of the safeguarding and welfare requirements. Consequently, children remain very safe while in her care.

It is not yet outstanding because

- There is scope to develop children's early recognition of numbers, by extending the use of number labelling to teach children to recognise and use numerals in their play.
- There is scope to improve the outdoor environment further, in order to build on children's physical development.

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 completed a joint observation with the childminder.
The inspector looked at a range of documentation including evidence of the
- childminder's qualifications and suitability, a selection of policies and procedures and children's learning records.
- The inspector observed children playing with a range of toys and resources in the home.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector had a tour of the home, including the ground floor playroom, toilet, first floor kitchen, dining area and rear garden.

Inspector

Jane O'Callaghan

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 12 and seven years in Yeadon, Leeds, West Yorkshire. The whole of the ground floor, first floor kitchen, dining area and the rear garden are used for childminding. 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 she collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder holds a Level 3 qualification in childcare.

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 develop their mathematical skills, for example, by developing the use of number labelling to teach children to recognise and use numerals in their play

- enhance and build on children's physical development by, for example, providing a rich range of play opportunities in the outdoor area that provide even greater physical challenge for children.

Inspection judgements

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

The childminder promotes children's learning in a positive way to ensure they receive a good quality of teaching. She talks to children constantly at their level of understanding asking relevant questions and sharing information to extend their learning. For example, she discusses with older children about how to make the line they are building with the dominoes longer. She introduces new words such as 'extend' to children and gives clear explanations to them as they add the dominoes. The childminder tells them they have extended the length and counts how many are in the line. Children repeat the words lengthen and extend, showing her how long it is now. They receive lots of praise from the childminder. This boosts their self-esteem, along with developing their communication and language by linking the words to recognition of size and growth. The childminder works closely with parents and gathers information about children's interests and what they are able to do before they start to attend. She uses this information alongside her own initial observations to effectively assess children's starting points. This coherent approach to

children's learning and development means that their needs are effectively met from the start. Parents are keen to contribute in their child's learning records about what they are learning at home. This ensures children's progress is identified through good partnership with parents. The childminder carries out detailed ongoing observations, linked to the areas of learning and these are used to identify children's next steps in learning. This means that the childminder is able to effectively assess the progress children are making. This helps to prepare them well for the next stage in learning, such as nursery or school. The childminder has a good understanding of the progress check for children between the ages of two-and-three in readiness for when the children reach this. She has all of the required documentation based around the prime areas of learning and is already implementing this in preparation. The childminder has a good knowledge of the importance of working with the parents and other professionals when completing these.

Children have lots of fun as they freely access the good selection of toys with ease and confidence. All children are keen to make necklaces with the edible laces and cereal. Older children independently place the cereals to make jewellery, while younger children are given lots of support and guidance with the activity. The childminder extends the activity through counting the numbers of different cereals they have. However, the childminder does not extend children's numeracy skills by strengthening the use of number labelling, to teach children to recognise and use numerals in their play. As children complete the task of making the necklaces, they are very keen to show their peers and receive lots of praise. This activity helps to promote their hand-to-eye coordination and boosts their self-esteem. Younger children develop their imagination skills well as they place the doll in the pushchair and pretend to take her for a walk and cover the doll up. The younger children choose to play with the helter skelter road track. They confidently place the small cars on the track and watch as they go down. As the cars roll down the childminder asks children which are the red cars and younger children recognise which they are. Older children help the younger ones as they also comment on how small the cars are. This helps to promote early recognition of colour, size and their social skills. The childminder ensures children's physical skills are promoted well. Children love to sit with the childminder and look through the photograph album. As they confidently turn the pages, they recognise trips to the farm, baking with their friends and participating in lots of creative activities. This promotes their social skills and communication.

The childminder works successfully with teachers at the local school and pre-schools that children attend. Regular visits to toddler groups provide young children with the opportunity to mix with others and develop good interpersonal skills. They develop their listening skills and gain confidence in speaking out as they take part in group activities. These opportunities help them to develop key skills for their future learning.

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

The childminder provides a warm, homely environment, which helps children to feel relaxed and emotionally secure. Children form strong bonds with the childminder and are happy and content in her care. The childminder responds well to children's emotional needs, which helps them to separate from their parents confidently. The childminder recognises when the children need reassurance and comfort, children happily approach

her for cuddles and hugs when required. Detailed information is gathered from parents about their children's welfare needs and routines before they start, as they complete detailed forms. Settling-in arrangements are very much tailored to individual children's requirements. This helps to ensure a happy, smooth move between home and her care. The childminder provides parents with lots of reassurance during this process.

Children have an increasing understanding of how to keep themselves safe due to the childminder's consistent guidance. For example, they regularly practise fire drills and are reminded to hold the banister when going upstairs. The childminder teaches them the importance of leading healthy lifestyles and learning self-help skills. For example, children know to wash their hands before eating and after going to the toilet. Children are encouraged to brush their teeth and know the importance of this, through good explanations from the childminder. Children enjoy healthy, nutritious meals and snacks, such as fruit, fish and vegetables, as well as healthy packed lunches provided by parents. The childminder ensures that children have regular opportunities to enjoy fresh air and exercise. Children play in the garden with a good selection of toys. For example, sand, sit, ride toys and a variety of ball games. However there is further scope to extend the range of outdoor activities for children to develop their physical skills. For example, by providing large equipment for children to learn to climb and balance on.

The childminder teaches children about acceptable behaviour and supports them in learning how to share and take turns. She gives gentle reminders to children to be kind, share and to say please and thank you. The childminder takes children to groups and on outings. This teaches children how to adapt their behaviour to different social situations. She gives them lots of praise and encouragement. This builds children's self-esteem, confidence and prepares them well emotionally for the move to nursery and school.

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

The childminder has a secure knowledge of local safeguarding procedures which means that children are safeguarded and well protected in the setting. The childminder has attended safeguarding training and is aware of who to contact should she have a safeguarding concern. There are policies in place to ensure children's safety, such as a robust safeguarding policy. The childminder observes and supervises children well. Consequently, children are kept safe. In the home, the childminder ensures that all exits are locked and that visitor's identification is checked and they sign in and out. Self-evaluation processes are firmly embedded and in place. The childminder takes on board parent's views through regular feedback and also their comments in their children's learning records. She listens and observes children as they play and ensures their views are included in both the self-evaluation and her planning. This supports the childminder in identifying areas of strength and weakness. Since her last inspection, when the childminder received a notice to improve and subsequent monitoring visit, the childminder has taken effective steps to improve children's safety and learning. For example, she has attended safeguarding training and completes solid risk assessments for all aspects of the home, outside, individual outings, and daily checks. This means that the children are free to play in a safe environment.

The childminder has improved her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This ensures that she is meeting her responsibilities in all areas. The childminder evaluates and monitors planning and assessment procedures. This ensures that she has a good knowledge of children's individual progress as they work towards the early learning goals. The childminder plans purposeful and developmentally appropriate activities which challenge children and engage them in learning. Children are happy and confident, independently accessing resources, initiating discussion and inviting adults to join them in their play.

Comprehensive partnerships are in place with parents and other professionals to ensure good continuity of care, learning and readiness for school. Relationships with parents are very positive. Parents comment on how happy they are with the care and how well children have progressed in their learning. The childminder shares her policies and procedures with parents at the start and important information, such as Ofsted's contact details and her insurance cover, which are also clearly displayed. This means that parents are well informed about the very good service provided.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY387843
Local authority	Leeds
Inspection number	965335
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	10/02/2014
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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