

**Inspection date**

07/08/2014

Previous inspection date

16/03/2010

**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 and her assistant have a very good knowledge of the Early Years Foundation Stage. They use observations and assessments well to plan good-quality provision which meets individual children's needs. As a result, all children make very good progress in their learning and development.
- The childminder is a good role model who understands how to promote the safety and welfare of the children in her care. She leads and manages behaviour well in the setting so that children are safe, secure and happy in their environment.
- The childminder and her assistant develop excellent relationships with children and their parents. Their close working relationships means that children's needs are quickly identified and addressed appropriately, effectively promoting their well-being.
- The childminder has strong links with the local school and works cooperatively with them. As a result, children are emotionally well prepared as they move on to the next stage of their education.
- The childminder and her assistant have effective arrangements in place to protect children from harm. They know what action to take if they are concerned that a child may be at risk of abuse or neglect.

**It is not yet outstanding because**

- Opportunities for spontaneous learning are not always recognised or used to full effect, particularly outdoors.

## 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 viewed the premises and observed children's activities.
- The inspector spoke with the childminder and the assistant at appropriate times throughout the inspection.  
The inspector looked through the children's observation books, checked evidence of suitability and the childminder's qualifications and looked at a selection of policies and procedures.
- The inspector completed a joint observation with the childminder.
- The inspector took account the views of parents provided on the day and through written feedback.

## Inspector

Jill Roberts

## Full report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. She lives with her husband in a terraced house in the village of South Milford on the outskirts of Leeds. All of the ground floor and the toilet on the first floor are used for childminding purposes. There is an enclosed garden for outdoor play. The childminder attends activity sessions in the village hall. She visits the local park and playing field on a regular basis. The childminder takes and collects children from the local school and pre-school. There are currently 12 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except family holidays and bank holidays. The childminder 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:

- build further on opportunities for spontaneous learning, particularly within the natural environment.

## Inspection judgements

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

The childminder and her assistant have a very good knowledge and understanding of the Early Years Foundation Stage and of how children learn and develop. They gather a good range of information from parents when the children start in the setting, so that they are well informed about children's interests and about their learning and development in the prime areas. Parents continue to contribute to their children's learning at home and in the setting through adding comments to the observation book and through daily discussion, especially after holidays and special days, when parents celebrate children's achievements with the childminder. Parents are involved in the progress check for children aged between two and three years, which identifies how well the children are progressing and what their next steps, in learning, are.

The childminder and her assistant provide good quality teaching and learning resources that meet children's needs and interests. This is because they know children well and their experience helps them to plan a range of activities across all areas of learning. They use their observations of children's play and activities to plan for next steps in learning at the appropriate level for each child's age and stage of development. Children's individual progress is closely monitored by the childminder. She regularly updates children's individual observation books, which show the good progress that all children are making.

The childminder has a clear focus on helping children to acquire communication and language skills and to develop their personal, social and emotional skills. She works alongside children as they are engaged in child-led play, for example, she encourages children to tell each other what they want, developing their communication and sharing skills. The childminder and her assistant model language for children as they negotiate taking turns and sharing resources. This has a positive impact on all areas of learning and development. They use praise and encouragement as children play. This motivates children and enhances their engagement in learning. Consequently, children demonstrate the characteristics of effective learning. Children are skilfully supported to take part in a game organised by older children. The childminder builds and engages the children's enthusiasm and anticipation through effective use of her voice, making space for children who want to join in. Occasionally, the childminder and her assistant do not recognise spontaneous opportunities to build on children's learning, particularly within the natural environment. For example, as children collect the windfall apples from the lawn to put into the compost bin, they are not encouraged to think about why the apples have fallen from the tree, or why it is a good idea to put them in the compost.

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

Children are clearly settled and happy in their environment. The childminder and her assistant are warm and caring. This helps children to feel safe and secure in the setting. For example, they reassure children when they are unsure, getting down to their eye-level and acknowledging how they are feeling. This approach gives children the time and space that they need. They talk to each other, take turns in conversation and use their imagination in their play. They sensitively intervene on rare occasions when children start to disagree. They model the language of sharing and taking turns and allows children time to respond to each other. Children understand what is expected because adults make expectations clear and rules for behaviour are familiar. As a result of this, children behave well and are helped to solve problems for themselves.

Children confidently move around the environment, helping themselves to their own belongings and drinks when they want to. This is because the indoor and outdoor environments are set up well and support children to be independent. The main room is full of children's work and the childminder uses wall displays to stimulate creativity and display charts, key words and print, which supports children's learning. The children enjoy outdoor play and are encouraged to get themselves ready by putting on their own shoes. The childminder teaches the children to keep themselves safe in their environment by encouraging them to keep areas tidy and put resources away after use. She also makes children aware of hazards, such as falling apples from the tree, when playing in the garden.

Children are supported in developing healthy practices especially at snack and meal times. The childminder supports children to wash and dry their own hands. Children respond well, demonstrating that these routines are embedded within their daily experience at the setting. The childminder promotes healthy eating. She plays games with the children, which enhance their understanding of a balanced diet. Children help each other. For example, older children help younger ones to their seats at lunch time. They negotiate

who is sitting where and make sure there are enough chairs for everyone to sit round the outdoor table. The childminder and her assistant are good role models who encourage children to be independent. They remind children to use manners. They give children positive instructions to follow while allowing them to show preferences and make choices. The childminder makes appropriate assessments on the spot about children's well-being. For example, when a child refuses a drink the childminder lets him choose a special cup from the cupboard, to ensure that he drinks water and his well-being is maintained. The childminder and her assistant develop excellent relationships with parents. They communicate effectively with them to meet children's changing needs on a daily basis. They make sure that children use specific equipment for drinking as requested by parents. Parents communicate these needs through daily discussion and the childminder has a high level of awareness throughout the day, which ensures these needs are met. Parents provide information when children start in the setting and this is constantly reviewed and updated through these daily discussions. The childminder and her assistant work very well with the local pre-school and school. Information is shared effectively as part of arrangements to promote smooth transitions from home to the childminder and from the childminder to school or pre-school. As a result, children are emotionally well prepared as they move on to a new setting. Part of this preparation involves the childminder and children attending various family activities at school so that children become familiar with the new environment. This also helps parents to feel involved, even when they cannot attend the activities themselves. The positive comments made by parents, children and other providers illustrate the high regard in which the childminder is held.

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

The childminder takes all necessary steps to safeguard children and promote their welfare. She recognises potential signs of abuse and she knows the procedure for reporting concerns. The childminder is confident about the action to take if she is concerned a child is being abused because she has attended relevant training. As a result, children are appropriately protected. The childminder's safeguarding policy is clear. Parents are informed of policies and day-to-day procedures when their children start in the setting. Appropriate checks have been completed to establish the suitability of all those living or working on the premises. This helps to insure they are suitable for their roles. The childminder takes appropriate precautions to ensure that the environment is safe. She carries out risk assessments and takes action to remove or minimise any hazards that are identified. They carry out regular fire drills and teach children about road safety.

The childminder and her assistant use self-evaluation well. They know what their priorities for development are and what they need to improve. The views of parents and children are sought and form part of the evaluation of their practice. Parent questionnaires are in development, in order to gain more specific feedback about the quality of the provision. The childminder and her assistant monitor the educational programmes through careful monitoring of planning, activities and the provision for individual children. They use this information to ensure all children make good progress.

The childminder and her assistant have a highly effective relationship. The childminder

leads and manages the setting well. She monitors the practice of her assistant, to ensure that the quality of teaching is consistently high and actively promotes children's good progress. They also work effectively with parents, other settings and external agencies. The childminder and her assistant show good levels of understanding and provide parents and children with reassurance when they are experiencing difficult times. Communication is very good and promotes a three-way flow of information. For example, when children start at pre-school the childminder passes the observation book on to the new setting so that they, as the main provider, can continue to map the child's individual learning journey. The childminder and assistant continue to actively contribute, passing on their observations, photos and general feedback for individual children, to the pre-school. The childminder collects a termly newsletter from the pre-school, which provides her with a lot of information about what children will be learning during the following term. The childminder and her assistant then plan activities to compliment what the pre-school have planned. The childminder works with external agencies to ensure that they fully accommodate children's specific health and medical needs. Because of this excellent communication and shared working a consistent and positive experience is provided for all children and their families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. 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

<b>Unique reference number</b>	401348
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	872200
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/03/2010
<b>Telephone number</b>	

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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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