

## **Inspection date**

24/09/2014

Previous inspection date

04/04/2014

## **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**

- Teaching is good because the childminder has a clear understanding of how to promote children's learning and provides a wide range of activities to help them to build upon their skills. Consequently, they make good progress across all areas of learning.
- The childminder has a robust understanding of safeguarding, underpinned by the comprehensive policies and procedures that are shared with parents. She is very aware of her roles and responsibilities in promoting children's welfare should she have any child-protection concerns.
- Children enjoy warm, caring relationships with the childminder, strongly supporting their independence, personal, social and emotional development.
- The childminder is fully committed to establishing purposeful partnerships with parents and other professionals. As a consequence, children's needs are well met.
- The childminder undertakes self-evaluation and identifies areas for development. This shows that the childminder is committed to continuous improvement.

### **It is not yet outstanding because**

- Children's early recognition of numbers is not as well promoted. This is because the childminder's use of number labelling, to teach children to recognise and use numerals in their play, is not fully embedded.

## 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 toured the area of the home used for childminding, including the lounge, dining kitchen, downstairs toilet and rear garden.
- The inspector looked at a range of documentation, including evidence of the childminder's qualifications, suitability of household members over the age of 16 years, a selection of policies and children's learning records.
- The inspector observed children playing and talked to the childminder and children throughout the inspection.
- The inspector acknowledged the views of parents through completed questionnaires.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged one-year-old in a house in the area of Tingley, West Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups 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 six children on roll, two 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 Thursday, except for bank holidays and family 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:

- 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.

## 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 Early Years Foundation Stage and plans activities based around children's interests and developmental stages. Children are active learners and enthusiastically take part in activities that the childminder plans. For example, children sit to the table and do a picture using crayons of different types. They choose their favourite colour and the childminder encourages and motivates them by suggesting they do the picture for their grandparents. Indoors, children enjoy developing their imaginative skills. They go into the playhouse and pretend to make some lunch for the childminder. She encourages children by asking them what they like to eat and children tell her 'cheese'. The childminder then sits back and watches the children play, allowing them time to develop their own ideas. There is a good balance of adult-led and child-initiated activities and the childminder follows children's interests. For example, she adapts planned activities if children show an interest in using resources in a different way.

Educational programmes cover the seven areas of learning well and the childminder undertakes regular observations of children, as they play, to identify their developmental stage. The childminder consistently tracks their progress. This means that there are purposeful systems of assessment in place to effectively plan for the next steps in children's learning. The childminder and parents work closely together to support children's progress consistently. For example, parents regularly view and make comments

in their children's learning records. The childminder completes regular summaries of children's progress. These are shared with parents to guarantee continuity of learning and ensures any concerns are promptly shared and addressed. This ensures that children make good progress. The childminder also has a good understanding of the requirements of the progress check for children between the ages of two and three years. She completes these and works closely with parents and other professionals involved with the child. The childminder works successfully with teachers at the local school and with staff at the nursery that children are due to move to. She regularly takes children along to take parts in different activities. For example, children attend social events at the school and nursery. They also visit toddler groups and go to activities at the local children's centre to give them good opportunities to mix with others and improve their interpersonal skills. These opportunities help them to develop key skills for their future learning.

Children can choose from a good selection of toys and resources, which are clearly labelled and easily accessible. As children build with large construction blocks, they start to recognise the colours of the bricks and count them. However, children's numeracy skills are not fully maximised. For example, the childminder does not enhance this by extending the use of number labelling, to teach children to recognise and use numerals in their play. Children get good opportunities to develop their literacy skills. They choose from a wide selection of books and sit with the childminder, recognising the different animals in the story. They tell the childminder about the ladybirds in the books and she extends this activity through reminding children about the ladybirds, which they saw in the garden. Children then talk about the spiders they saw too and get very excited as they look for pictures of spiders in the books. This helps to develop children's understanding of the world around them and uses their thinking skills. They choose books about a famous children's train and confidently name the different engines. Children then go to the trains in the construction brick box and start to build a track placing them on the track. This helps to develop their imagination further and hand-to-eye coordination as they fit the pieces together confidently. Children get daily opportunities to play out in the well-resourced garden. They climb up the slide, push the sit and ride toys and play a variety of ball games.

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

Children are settled and at ease in the childminder's care. This is because she uses settling-in processes that are based around the individual needs of children and their families. The childminder knows and meets their individual needs very well because she gathers good levels of information from parents about their children. As a result, children are happy, settled and develop secure attachments, which prepares them well emotionally for coping with the next steps in their lives, such as the move to nursery or school. Children enjoy close contact with the childminder and she responds to them positively with warmth and affection.

Children's good health is promoted well by the childminder. They have regular opportunities for fresh air and exercise and the childminder implements effective daily routines. For example, children are able to freely access the well-resourced garden, have regular walks to and from school and go to parks. Children follow good hand washing

procedures, with gentle reminders from the childminder when they go up to the bathroom. Children tell the childminder that they have washed all their fingers after independently going to the toilet. The childminder provides healthy and nutritious meals, which take into account children's dietary requirements. Children learn about self-help skills as they are encouraged to freely access their own drinks. These ensure that children learn about a healthy lifestyle and individual cups help to prevent cross-infection. Children play in a safe, clean and well-kept home. Resources are plentiful and children can make independent choices about their play. Children have good opportunities to learn about keeping safe in the childminder's care. This is through planned activities, such as practising road safety and fire drills, being reminded not to run indoors and learning how to tidy away.

The childminder uses praise and encouragement to support children's good behaviour and they respond positively to this. For example, they smile as they are told how well they have done as they complete a planned activity. This boosts their confidence and self-esteem. Children are also rewarded with stickers that they proudly place on their own charts. This boosts their confidence and self-esteem.

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

The childminder has a very 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. As a consequence, 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 parents' views through regular feedback and 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. The childminder has addressed the actions and recommendations from the previous inspection and subsequent monitoring visit. For example, parents are involved in contributing to their children's learning records to ensure good continuity of learning. She has reviewed her safeguarding policy and procedure and attended training in this area to update her understanding of safeguarding. This means that children are protected well and parents are aware of her and their roles and responsibilities.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that activities provide suitable challenge for children. The childminder carefully reflects on activities and uses this information, along with her secure knowledge of child development and children's interests, to help with future planning. She uses a tracking system, which clearly aides the good progress children are making.

Comprehensive partnerships are in place with parents and other professionals to ensure continuity of care and learning and readiness for school. Relationships with parents are very positive and she gives daily feedback and occasional questionnaires where she asks for parents' views and changes in their children's interests. This promotes parents involvement in their welfare and builds a strong partnership with the childminder. She shares her policies and procedures with parents at the start and conveys important information. For example, Ofsted's contact details and her insurance cover are clearly displayed for parents to see. This means that parents are well informed about the service she provides. Strong close links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development. This ensures good continuity of children's care and learning in a very friendly, warm and caring environment.

### **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>	EY386349
<b>Local authority</b>	Leeds
<b>Inspection number</b>	972392
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/04/2014
<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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Piccadilly Gate  
Store St  
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M1 2WD

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