

Inspection date	01/10/2014
Previous inspection date	02/10/2013

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 provides a broad range of exciting and stimulating experiences that interest and engage children. Consequently, children make good progress.
- The childminder has a good knowledge of safeguarding procedures. She is clear about the procedures to follow should she have concerns about a child. The childminder minimises possible risks and as a result, children are kept safe.
- Children are happy and content and the childminder has established very close relationships with them and their parents. This results in children being emotionally secure and parents having confidence in the childminder's ability.
- The childminder has a consistent and caring approach to behaviour management. She offers children lots of praise and support and values their achievements. Consequently, children's behaviour is good and their self-esteem is promoted.

It is not yet outstanding because

- The childminder is not yet including photographs of children's families, familiar events and favourite people in her displays and books to further promote children's conversations as they move towards excellence in their learning.
- The interesting play environment is not yet fully resourced with an extensive range of natural materials and open-ended resources to further enhance children's very good exploratory and investigation skills.

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 areas used by the children.
- The inspector observed the childminder and the children playing in the play room and talked to them at appropriate times throughout the inspection.
The inspector sampled a range of the childminder's documentation including,
 - Disclosure and Barring Service checks, qualifications, policies and children's learning records.
- The inspector discussed the joint observation with the childminder.
- The inspector acknowledged the views of parents, which were shared by the childminder.

Inspector

Lindsay Dobson

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with a registered assistant. The childminder lives with her child aged seven years in the Oakwood area of Leeds. The whole of the ground floor, bedroom on the first floor 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 parks on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 12 children on roll, one of whom is in the early years age group and children attend for a variety of sessions. The childminder operates from 7.30am until 6pm, Monday to Friday all year round, except for bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend young children's communication skills even further, for example, by sharing photographs of children's families and familiar events to introduce new words and encourage responses from children
- extend opportunities for children to enhance their good exploratory skills and further develop their strong sense of curiosity, for example, by providing an extensive range of natural materials for them to investigate.

Inspection judgements

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

The childminder is enthusiastic about her role. Since her last inspection, she has developed a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder provides children with a good range of fun activities that cover all areas of learning. She works closely with parents from the start of the placement to support children. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with her own initial observations to identify children's starting points. The childminder completes regular observations and assessments on children to recognise their achievements, identify their next steps in their learning and to track their progress. For example, she makes good use of the progress check completed for children aged between two and three years. This includes planning a specific meeting with the parents to discuss their children and provide them with an overview of their progress. The childminder also uses this to ensure there are no gaps in children's learning and they are making good progress.

The quality of teaching is good. The childminder makes learning fun and successfully nurtures children's confidence to develop their own ideas. The childminder follows and extends children's individual interests and needs, which supports their future learning. For example, children choose jigsaws to complete and show very good matching skills as they are able to identify where the pieces of the puzzle fit. Young children show good concentration skills as they listen to the simple instructions given by the childminder and turn the pieces until they slot into place. Children are developing a good understanding of early technology. For example, they choose mechanical toys and show they understand how to turn them on and then press the start button to make the picture screen move. The childminder supports this play by talking to the children about what they can see and hear. There are, however, fewer opportunities for children to freely access natural materials and open-ended resources to explore and investigate using their senses. For example, different sized cardboard boxes, household items, wood and textured materials could be provided to encourage creativity and open-ended play.

The childminder interacts well with children as she gets down to their level and plays alongside them. Communication and language development is supported by the childminder as she consistently listens to the children and engages them in constant discussion throughout their activities. Children delight in looking at posters displayed on the playroom wall. They engage with the childminder as they point to the body parts of the person that the childminder names, and then point to their own eyes, nose and mouth. This supports young children's sense of self. Children also develop their vocabulary as they begin to name the body parts they point to. The childminder also works with a speech therapist to further support and develop children's vocabulary and language. Further opportunities to support developing language in younger children have not been fully maximised. Displays and books do not yet include photographs of children's families, friends and favourite people to prompt children to recognise and talk about familiar people in their lives. Children enthusiastically join in with the actions to favourite songs and rhymes. The childminder provides lots of praise and encouragement to further develop children's participation and enjoyment. The childminder carefully selects suitable community groups to help develop children's social skills, particularly so they learn to share and take turns with their friends. She supports and encourages children's good physical development effectively. She provides many opportunities for energetic play, outdoors in the garden, at local parks and at places of interest. Here, children learn to balance, climb on large equipment and delight in using the swing. Consequently, children enjoy the good range of activities and are interested and keen learners. They are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving onto nursery or school.

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

Children are clearly happy and settled with the childminder as they form secure attachments and develop positive relationships. They have established strong bonds with the childminder, her family and assistant, which effectively promotes their emotional well-being. The childminder recognises the individual needs of children and offers them support and reassurance, when required. Children's all-round development is supported, as the childminder provides them with a warm and welcoming environment, including a

designated play room. Children have good access to a varied and interesting range of toys and resources, many of which are readily available so that children can help themselves. Children willingly take part in adult-led activities and also suggest their own ideas. This shows they are developing positive attitudes towards learning, which is important for the future. Good settling-in procedures ensure children are well supported in their move from home into the setting and they feel comfortable and secure. The childminder visits children in their own home and works closely with parents during this time to gather relevant information about their children.

The childminder acts as a good role model as she manages children's behaviour in a calm and consistent manner. She uses a number of effective strategies to reinforce appropriate behaviour, for example, children love to choose their own well done stickers. The childminder provides clear guidance to children, which ensures they develop an understanding of the boundaries and expectations within the setting. She promotes positive behaviour by consistently using meaningful praise and encouragement. As a result, children behave well as they feel self-assured, confident and have high self-esteem. Children have a good awareness of keeping themselves safe as the childminder demonstrates the importance of safety throughout activities and daily routines. For example, she teaches children about road safety when away from the home. Additionally, children understand that they wear high visibility vests to enable them to be clearly seen, further promoting their safety. In the childminder's home children regularly practise emergency evacuation drills. They are also reminded to think about safety in their daily experiences, such as being reminded to blow their food at mealtimes as it may still be warm.

Children are successfully encouraged to be independent and to manage their own personal needs. For example, they select their own resources, wash their hands and help with routine tasks. The childminder offers children a variety of healthy, nutritious meals and snacks, which are home-cooked. She discusses children's individual dietary needs and preferences fully with their parents. The childminder appreciates that children have definite likes and dislikes and respects these while encouraging them to try different foods. She talks to them about making positive food choices and explains that children feedback to her that they love the food she provides. This enables children to learn how to keep themselves healthy through the things they eat. Children choose where they wish to play and enjoy spending time outdoors enjoying fresh air and physical exercise. Children also have regular outings in the local area, which enables them to explore different environments and gain an understanding of their community. The childminder regularly accesses community childcare sessions to help children mix with larger groups and develop their social skills. This helps to support children to develop the confidence and necessary skills they need as they move onto the next stage in their learning, such as nursery or school.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She successfully meets these to ensure children are

kept safe and their welfare is promoted. She has completed safeguarding training in the past and has since gathered up-to-date information and contact details for relevant agencies. This enables her to recognise, record and report any concerns about a child that may arise. The childminder and her assistant have undergone required suitability checks and she is clear about keeping Ofsted informed of any changes to her circumstances. This helps to protect children while they are in her care. The childminder is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first-aid certificate, which is displayed for parents. Children are kept safe inside and outside of the setting because effective risk assessments and daily checks are carried out to minimise any possible hazards.

The learning and development requirements are also successfully met. The childminder monitors and evaluates the progress of children in her care. She has a good knowledge of children's stage of development and the current focus for their learning. This information is used well to provide enjoyable activities for children across all areas of learning. The childminder has developed effective systems for self-evaluation and is able to identify her strengths and areas for future development. Since the last inspection, she has made good progress and has effectively addressed the actions raised. For example, the childminder has developed her knowledge of observation, assessment and planning, including engaging parents in these processes. She uses this information to monitor children's progress and provide next step learning opportunities. She ensures an accurate daily record of children's arrival and departure times is maintained, which ensures their safety. The childminder has updated her documentation and ensures required information is available for inspection, including the certificate of insurance and first aid training. The childminder has also improved hygiene practices, for example, nappy change procedures which promote children's good health. She maintains good links with the local authority development workers, which has positively impacted on the quality of her service and children's welfare, learning and development. The childminder works closely with her assistant to ensure that good practice is shared, relevant training attended and a consistent approach to the care of children is promoted. This demonstrates the childminder has a commitment to professional development and has a good capacity to maintain continuous improvement.

The childminder has good relationships with parents and they speak very positively of the care provided for their children, expressing their satisfaction in the childminder's evaluation questionnaires. Information is shared between the childminder and the parents on a daily basis through conversations, diaries and children's learning journeys. The childminder shares her policies and procedures with parents. This ensures they are fully informed about her provision and have an understanding of the requirements she meets to maintain children's welfare and promote their learning. The childminder does not currently care for any children who attend another early years setting. She does, however, have effective procedures in place to support children's transition and to work with other early years childcare providers when required. As a result, continuity and progression in children's learning and development is supported. The childminder has developed working relationships with other professionals, such as the speech and language therapist. She makes effective use of this partnership working to ensure children receive additional support where needed.

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	EY448345
Local authority	Leeds
Inspection number	973862
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	02/10/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

