

Inspection date

10/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 gives good attention to safeguarding children. This is because she has a good knowledge of her role and responsibility in this area, which means she can respond promptly to any concerns and keep children safe.
- There are strong partnerships with parents, who actively contribute children's learning from home. As a result, the childminder plans meaningful activities which support and extend children's learning.
- Children's individual interests are well met and a balance of adult-led and child-initiated activities are provided for them. This is because the childminder has a secure knowledge of how children learn.
- Self-evaluation is good and identifies the childminder's strengths and areas of weakness. This results in her making continual improvements so that children make good progress in their learning.

It is not yet outstanding because

- There is further scope to develop children's independence 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 observed activities in the childminder's home.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's learning journals and a selection of policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications, along with arrangements for self-evaluation and improvement.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Bramhope on the outskirts of Leeds with her husband and child aged five years. The whole ground floor of the house is used for childminding and there is access to a large rear garden for outdoor play.

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 school and pre-schools. There are currently seven children on roll, five of whom are in the early years age group. Children are cared for on a full- and part-time basis. The childminder operates from 7.45am to 6pm during term time only. Schools holiday care is available on request. She 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:

- provide greater opportunities for children to develop their independence skills by involving them in routine tasks, for example, when washing their hands and putting their slippers on.

Inspection judgements

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

The quality of teaching is good because the childminder fully understands child how children learn. Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. Activities are flexible and responsive to children's needs. For example, one child was not interested in the planned space activity so the childminder provided resources to support his interest in animals. Adult-led activities consider children's interests, festivals and celebrations and are developmentally appropriate. The childminder completes regular observations on the children. Observations link to the areas of learning and development and identify their next steps in learning. Children have their own individual profile where these are kept. The childminder has a good knowledge of how to complete the progress check at two and the need to share this with parents. She completes termly summative assessments for children so that any gaps in learning are quickly identified and supported appropriately. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Adult interactions are good. The childminder has a gentle approach when working with young children and gets down to their level to play and communicate with them. She

models how to use resources appropriately, such as when setting the table and 'drinking tea' at the tea party. The educational programmes have depth and breadth across the seven areas of learning. Children are provided with play dough, cutters and tools, which they competently use. As a result, they develop good control and coordination by pummelling, making marks and cutting out shapes. Children enjoy the range of books, which are well chosen to ignite their interest. In addition, the childminder plans regular visits to the library to further support their enjoyment of stories and books. Children also enjoy opportunities to make marks using a variety of media and utensils. Consequently, they are developing the skills necessary to read and write. When playing outside, the childminder encourages a child to listen to a noise in the sky and asks what it might be. This helps to develop their listening and thinking skills. Children are given opportunities to develop their early mathematical language as the childminder talks about 'little' and 'big' when talking about the dinosaurs. She listens carefully to what children say and develops their language by rephrasing and repeating. As a result, children's communication and language skills are effectively supported. Overall, children are gaining the necessary skills to support their future learning.

Parents contribute to initial assessments of children's starting points. The childminder regularly keeps parents updated on their progress by sending home the children's profiles and by sharing individual children's tracking sheets with them. Parents make comments in the profiles, and daily diaries are used to capture learning from home. As a result, Parents are involved in their children's learning.

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

Children are happy and settled in the childminder's home. There is an appropriate individual settling-in process, which effectively supports children. Parents share individual care routines when their children start and the childminder shares individual care information with parents on a daily basis through daily diaries. Parents contribute to these diaries by sharing care routines, comments and learning from home. As a result, children quickly feel at ease with the childminder and strong relationships and bonds are formed. In addition, the move from home to the setting is well supported. Children are at ease in the childminder's home as they explore their environment and readily approach her to invite her to play, or when they need support. Children are secure in her care and have developed a very strong and positive relationship with her. For example, the childminder cuddles a child as they share a story and then gently rubs the child's back as they rest to soothe them. As a result, children's emotional needs are effectively met.

The indoor and outdoor environment is stimulating, well resourced and welcoming. Indoors there is plenty of room for younger children to move around and space for children to work at tables and on the floor. Cosy areas allow for quieter times and a cot is available in the front room for children to sleep. There are a good range of resources which are organised to make them accessible for children to choose from. There are displays of the children's work on the walls, which allow them to share and celebrate their achievements. The childminder ensures the environment is safe by keeping the outside doors locked, thermostats on radiators turned down and having locks on cupboard doors. A baby monitor is used when children go and sleep in the other room. Children enjoy lots

of outdoor play and the childminder supports them to take acceptable risks in the garden as they climb slowly up a slope and run quickly down. As a result, children are provided with a safe environment which supports their all-round development and emotional well-being.

The childminder is a very good role model to the children in her care and is polite, caring and listens carefully to them. For example, she encourages younger children to say 'please' and 'thank you'. She reinforces good behaviour with positive praise and uses distraction techniques with younger children. Clear boundaries and expected behaviour are promoted further with 'house rules'. As a result, children's behaviour is managed well. Opportunities for children to develop their understanding of the importance of fresh air and exercise are promoted well. For example, they access the outdoors daily and visit the park regularly. Children are developing their understanding of a healthy diet. Meals and snacks offered throughout the day are balanced and nutritious. Healthy menus are displayed on the wall. The childminder supports this further by displaying pictures of healthy foods, which they talk about. As a result, children are learning about the importance for good health of physical exercise and a healthy diet. The childminder supports children to develop their independence skills by providing an appropriate cup and eating utensils at lunchtime so they can feed themselves. However, there is room to enhance younger children's independence skills. For example, by encouraging them to manage some of their personal care needs, such as washing their hands and putting on their slippers.

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

Safeguarding is good. This is because the childminder has a good knowledge and understanding of safeguarding procedures. The childminder has a well-written safeguarding policy. It covers the use of mobile phones and cameras and the procedure to follow in the event of an allegation being made against her. She knows who to notify if she has any concerns about a child in her care. The childminder has recently completed further safeguarding training, ensuring her knowledge is up to date. She confidently talks about how she would identify early possible signs of physical and emotional abuse. Robust written risk assessments are in place for indoors and outdoors, playgroups attended and trips out. The childminder carries out daily checks to identify any potential hazards and effectively takes action to remove them. All documentation is well maintained and completed accurately, such as the daily registers of attendance and accident and incident records. As a result, children's welfare and safety are promoted well.

The childminder has a good understanding of her role and responsibilities. All policies are clear, personalised, and are in line with published guidance. She keeps herself up to date with any changes in guidance by reading relevant magazines and the internet, and through regular meetings with other childminders, and she has good links with the local authority. The childminder monitors the provision effectively by evaluating activities and reflecting on them to determine how they can be improved. Clear next steps to the evaluations inform her how to improve on future activities planned or resources offered. Monitoring of assessments of children's learning and development are consistent and

precise and display an accurate understanding of children's skills. As a result, any gaps in learning are quickly identified so that appropriate interventions are sought.

The drive for improvement is demonstrated by a clear, well-written improvement plan. The childminder recognises her strengths and areas for development and has plans in place to address these. Parents are encouraged to give their views informally, but also contribute ideas through daily diaries. Children contribute by saying what they enjoy doing in the childminder's home. There are good partnerships with parents, who make contributions to support children's well-being and share information about their learning from home. The childminder has links with other early years providers. For example, she attends two playgroups a week and has monthly meetings with other childminders to share ideas and develop practice. Strong links have been established with the local primary school to share information and practice. As a result, partnerships are well established and make a strong contribution to meeting children's needs.

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. 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	EY465212
Local authority	Leeds
Inspection number	934170
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
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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