

Inspection date

29/04/2014

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

- Children are cared for in a warm, welcoming family home where their well-being is effectively promoted as the childminder knows them well and meets their individual needs. As a result, they are healthy, safe and happy in the setting.
- The childminder has a secure knowledge of how young children learn. Consequently, children are provided with a good range of stimulating, challenging and fun activities which support them to make good progress in their learning.
- The childminder has a good understanding of her responsibilities with regard to child protection. Her home is safe and effective steps are taken to reduce potential dangers. As a result, children are safeguarded well when in her care.
- Partnerships with parents are trusting and strong with effective communication sharing, enabling the childminder to tailor the care and learning children receive. Consequently, they are secure, happy and motivated in their play and learning.

It is not yet outstanding because

- There is scope to enhance children's good attention and listening skills further by supporting stories and singing time with puppets and other props.
- There is room to further enhance the stimulating learning environment by placing mirrors and photographs where young children can access them. As a result of talking about these, children will be further supported in their early language 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 observed the children and the childminder in the playroom and garden, and talked to them at appropriate times throughout the inspection.
- The inspector sampled a range of the childminder's documentation, including children's online learning records, Disclosure and Barring Service checks, qualifications, and the self-evaluation.
- The inspector carried out a joint observation with the childminder, which involved the children playing with coloured rice.
- The inspector acknowledged the views of parents through the responses they have given to specific questionnaires.

Inspector

Lindsay Dobson

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged two years in Rothwell on the outskirts of Leeds. The whole ground and first floor of the house and the rear garden are used for childminding. The family has a pet cat. 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 seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of 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:

- enhance the use of puppets and props to support and encourage children's listening and attention skills when reading familiar stories and singing familiar songs and rhymes
- enhance the stimulating learning environment even further by using well-placed mirrors and photographs of children's families, pets and favourite people, to further their communication and language skills.

Inspection judgements

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

Children are happy and comfortable in this welcoming family home. The childminder has a secure knowledge of the prime and specific areas of learning to effectively support children's development. She has a good understanding of how to engage children in activities by capturing their individual interests, and planning activities around these to support their learning. The childminder has established a dedicated playroom for the children and interacts well with them, promoting their confidence, independence and overall communication skills. This shows the quality of teaching is good and children's progress is well supported. Each child has their own learning and development online record which gives a very detailed overview of their progress and includes planned next steps. This information is continuously shared with parents to keep them fully involved in their child's learning. The childminder makes good use of all guidance available to support her in monitoring children's learning and development. She places a strong focus on promoting learning in the prime areas. This ensures children have a firm knowledge base from which to build on, learn new skills and prepare them for their move on to school. The

childminder has a good understanding of the assessment of children's learning and uses appropriate tracking to ensure any gaps in development are identified and planned for. This includes the completion of the progress check at age two.

Younger children babble happily as they play independently and are attempting to name objects familiar to them, for which they are praised and encouraged by the childminder. This helps to support their early communication skills. The childminder further supports this development by singing simple nursery rhymes and songs with the children. There is, however, scope to further support children's early language skills by using well-placed mirrors and photographs. This supports children to see themselves and those familiar to them. By talking to them about what they can see, their ongoing development in this area is enhanced. Children have good access to books and a comfortable area to sit and enjoy them in. More able children listen intently to their self-chosen story and begin to join in with familiar actions and repetitive text. The childminder responds to children's requests to read the story again, supporting their interest and enjoyment, although younger children begin to lose interest. Consequently, there is further scope to improve these times by introducing the use of puppets and props to engage all children and develop and support their listening and attention skills.

Children have good space, both indoors and outside, to enjoy physical play, as well as using facilities in the community. They are regular visitors to parks and community groups, where they interact with other children and develop their enjoyment of outdoor play. Consequently, children are developing their social skills, preparing them for the transition into the next stage of learning or for school. The childminder's garden is an ongoing development project for which she has many plans. Children have good opportunities to develop their large physical skills as they run, climb, slide and ride wheeled toys. They are also working with the childminder to develop a fairy house and garden. The childminder follows the children's lead and encourages their imaginations. They make a pond for the fairies, adding brightly coloured stones and using the outdoor tap to fill this with water. They set up small gnomes, toadstools and birds, before adding some larger stones to make a garden wall and a path. The childminder continues to extend children's play and follow their interests. For example, she blows bubbles for them when asked, which the older children chase and try to pop. The younger children squeal and giggle with excitement as they watch them float across the garden, pointing and waving to them.

Children spend extended time playing with a tray of coloured rice which the childminder placed in her freezer to make it cold. She has dyed the rice blue and obtained a good range of small fish and sea creatures which the children hide and find in the rice. They are eager to feel and talk about the rice, clearly understanding the concept of cold and the colours of the rice and the objects they put in. More able children are able to name the starfish and jellyfish as they have previously created their own examples which are displayed on the playroom wall. The childminder has also made them laminated pictures of the various sea creatures which they show to the inspector and enjoy talking and learning about. This activity was planned following the interests of the children, and the childminder has skilfully used it to support all areas of learning. For example, younger children are learning about texture and feel, while the more able children are extending their vocabulary and their art and design skills. The childminder demonstrates the quality

of her teaching well as she is able to adapt and extend activities to fully include all children and support them to make good progress.

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

The childminder supports children to make an easy transition into her setting. She ensures she makes good attachments with them by getting to know their individual routines and care needs and meeting these effectively. Children's home routines for sleeps and meals are provided for, and this also supports the confidence the parents have in the childminder and her ability to give high quality care to their child. The childminder places a high priority on settling children and the partnerships she has with their parents. She supports children to make independent choices in their play, and this means that they are confident to explore new experiences. Children clearly enjoy the childminder's company and are responsive to cuddles, support and her reassurance. Good attention is given to keeping children safe while in the home and on outings. They learn about road safety and practise the emergency evacuation procedures so that they learn about how to keep themselves safe. Furthermore, children begin to tidy the toys with support when they have finished with them, following reminders and lots of praise from the childminder. This increases their early understanding of how to keep a safe play area.

Children learn about healthy lifestyles in the care of the childminder. They are provided with a good variety of healthy snacks and meals which are freshly prepared and take into account any individual dietary needs. Mealtimes are a social occasion with the children sitting together and the childminder engaging with them to develop their social interactions and early understanding of healthy options. For example, each day the childminder ensures she includes fresh fruits and vegetables in children's diets. Children enjoy being active and learn about the importance of fresh air and exercise through daily outings and activities in the childminder's garden. Children are developing good self-care skills from an early age as they use individual wipes to clean their hands and face before and after eating their snacks and meals. Care routines, such as nappy changing, follow good hygiene procedures.

Children have good opportunities to socialise with their peers as the childminder takes them to local toddler groups and the children's centre. This helps to develop their understanding of the need to share, take turns and play cooperatively, as well as preparing them for different transitions in their life, such as moving on to nursery or primary school. The childminder is a good role model who teaches the children about kindness and respect through praise and the positive example she sets. She adopts various ways to celebrate children's achievements, for example, by offering positive praise and displaying their artwork on the playroom wall. The childminder further supports children to be fully informed about the structure of the day by providing them with a picture routine which is displayed on the wall. This enables children to recognise and understand the routine, which helps to promote their confidence and self-assurance. Inclusion is given good attention and all children are warmly welcomed, valued and respected.

The effectiveness of the leadership and management of the early years

provision

The childminder demonstrates a good understanding of safeguarding children. She is able to confidently identify possible issues and is well aware of the procedures to follow in the event of a concern with regard to children's welfare. All required household members are suitably vetted and the childminder monitors who has access to the children. She checks the identification of visitors and records their details in her daily diary. The childminder completes robust risk assessments of the home, garden and outings which ensure children are kept safe. The childminder has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and well maintained.

Partnerships with parents are given a high priority within the setting. The childminder regularly talks to parents about how their children have been while in her care and the activities they have taken part in. She is committed to ensuring children are safe, happy and make good progress in all aspects of learning and development. She uses her good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework to support children in moving forward in their learning through free play and planned activities. Monitoring of the educational programmes works well to ensure children achieve and make good progress towards the early learning goals. Children benefit from good information sharing with their parents. The online system implemented to enhance the communication between the childminder, the parents and the children's extended family is working well. It enables them to be fully informed about children's learning, their developmental progress and their welfare each day. The childminder has developed secure working relationships with other settings children attend, for example, nursery school. She uses these close partnerships to ensure she supports and complements children's learning, providing effective continuity, which supports them to make good progress. The childminder works closely with children to enable them to develop their independence, and this prepares them for school, which helps to ensure a smooth transition to the next stage of their learning.

The childminder has completed a very detailed self-evaluation of her service and used the Ofsted form as the basis for this. Through this she is able to recognise her strengths and areas for improvement. For example, she has plans to attend further training in relation to children's learning and development and she is currently extending her outdoor provision. Parents are actively involved in the childminder's evaluation of her setting through the use of ongoing discussions and questionnaires, where they are encouraged to express their views and ideas. Parents' comments are all very positive they and praise the range of activities and outings provided for their children. The childminder enthusiastically demonstrates her vision for her practice and shows an eagerness to ensure she continues to provide high quality care and learning for children. The childminder is very interested in Montessori teaching to support children's self-exploration and use of natural materials. She also continues to attend other shorter training courses, which support her to develop her skills and then implement these to enhance her practice.

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	EY469244
Local authority	Leeds
Inspection number	939872
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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