

Inspection date

12/12/2012

Previous inspection date

09/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 settled, happy and relaxed in the welcoming and friendly environment. An effective induction procedure ensures all children are included and individual needs are met well.
- The childminder has a wealth of childcare experience, which impacts positively on the learning and development opportunities she provides. Consequently, children have many opportunities to make good progress towards the early learning goals.
- Children's communication and language skills are effectively promoted through a range of activities, including songs and rhymes. This results in them speaking confidently and listening well.

It is not yet outstanding because

- Procedures for parents to be involved in the ongoing observation and assessment process are not fully embedded, to enable the childminder to precisely monitor all of the achievements children make to better inform future plans.
- Resources are not effectively labelled to enhance opportunities for children to recognise letters and simple words.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 playroom.
- The inspector looked at children's assessment records, the childminder's self-evaluation form and a range of policies and procedures.
- The inspector held discussions with the childminder and observed her interaction with the children.

Inspector

Cathryn Parry

Full Report

Information about the setting

The childminder was registered in 1988. She lives with her husband in a house in Morley, a suburb of Leeds, in West Yorkshire. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder frequently attends toddler groups and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, of whom four are in the early years age group who attend for a variety of sessions. Three school-age children attend before and after school and during the school holidays. She cares for children Monday to Friday from 7.30am to 6pm for 48 weeks of the year.

What the setting needs to do to improve further

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

- improve opportunities for parents to be involved in the ongoing observation and assessment process, to enable the childminder to precisely monitor all of the achievements children make to enhance planning for individual children
- develop an environment rich in print, with particular regard to effectively labelling resources to enhance opportunities for children to recognise letters and simple words.

Inspection judgements

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

Children are well supported in their learning and development through the childminder's high expectations of children and her secure knowledge and understanding of the Early Years Foundation Stage. The seven areas of learning are effectively covered. Consequently, children have good opportunities to make progress towards the early learning goals. The childminder plans experiences taking into account children's interests, capabilities and activities they have participated in at school. Consequently, she meets their individual needs well. The childminder gains information from parents about children's starting points when they first start to attend. This enables her to build on their current achievements. Individual learning journeys have been developed. These contain regular observations, which the childminder uses effectively to inform future plans. Forms have recently been developed for parents to add observations they undertake at home. However, these have not yet been completed and other ways for parents to be involved in the ongoing observation and assessment process are not fully embedded. This impacts on the childminder being able to precisely monitor all of the achievements children make to enhance planning for individual children.

The childminder effectively supports children as she provides a range of opportunities for them to share and take turns. Consequently, they play cooperatively and learn how to share and compromise, for instance when using the crayons and felt tip pens. All children

are given daily opportunities to participate in physical play. They have a variety of resources to use in the garden, including sit and ride toys, hoops and skipping ropes. These are complemented with visits to the park where children access large climbing equipment. Consequently, they explore, test and develop physical skills. The childminder skilfully questions children, which effectively nurtures their thinking and language skills. The selection of books made available to children and occasional trips to the library fosters their enjoyment of the written word. However, although there are some words displayed in the playroom the environment is not rich in print, for instance the boxes of resources are not labelled. This impacts on the range of opportunities children have to recognise letters and simple words. The childminder provides a variety of well-planned and spontaneous experiences to promote children's growing understanding of the natural world. Examples of this are when they explore the snow, feed the ducks and plant and nurture cress. She uses activities to effectively enhance children's mathematical thinking. These include measuring and comparing heights of sunflowers the children have planted and weighing ingredients for baking. A wide variety of creative activities including painting, crocheting, cutting and sticking promote children's self-expression whilst having fun.

Good relationships have been developed with parents and the childminder welcomes them into her home. She discusses their children's progress with them so they can work together to enhance children's learning and development. An example of this is when she encourages parents to nurture children's speech and language at home. The childminder is sensitive to children's feelings when they are about to leave her setting to start somewhere new, such as school. She prepares them well for the move by ensuring they are familiar with the walk to school and having positive discussions about the change. This is conducive to a smooth transition for children.

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

The childminder works independently and as such is the key person for each child. She has a friendly and caring disposition. Consequently, children form secure attachments and a strong sense of belonging as they make the transition into her care. She gains as much information as she can about the children before they start, including looking at learning journeys completed by any settings previously attended by children. This equips her better to make the transition for children as easy as possible. Children behave well and know what is expected of them through the consistent and realistic boundaries set by the childminder. A designated playroom for children has been created. This is attractively decorated and has low-level storage units for children to freely access. Consequently, free choice and independence are promoted well.

The childminder is a good role model for children and effectively promotes their understanding of how to stay safe, for instance when using the pedestrian crossing. They enjoy healthy homemade meals and snacks, which enhances their well-being. These are complemented with interesting activities, which promote healthy lifestyle habits. An example of this is when children pick blackberries, help to bottle the jam made by the childminder and take it home to share with their families. They are developing a good awareness of their own personal hygiene as they follow daily routines and are encouraged

to be independent. The childminder has a very good understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to minimise the risk of cross-infection and safeguards children's health.

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

The childminder demonstrates a good understanding of the seven areas of learning and how she monitors and promotes the educational programmes to further children's learning and development. Therefore children are provided with good opportunities to make progress. She clearly understands her role with regard to safeguarding children and child protection, including the procedures to follow should a concern arise. Consequently, children are well protected. Regular risk assessments both indoors and out, minimise the chance of accidental injury effectively.

The childminder has attended a wide range of training over the years and is booked onto further courses. She also uses the internet to research different aspects of childcare to enhance her practice. This commitment to her professional development enhances children's well-being and learning opportunities.

The childminder has regular contact with other practitioners where care and education is accessed in more than one setting. As well as talking to them she also uses information gained from displays in the school, to enhance her ability to complement activities. The childminder has a secure understanding of the advantages of liaising with external agencies to meet children's individual needs. Written policies and procedures provide parents with good quality information on the service provided for their children. These are complemented with a noticeboard in the playroom, which contains a range of material and certificates showing the training the childminder has undertaken. Consequently, parents are well-informed of the childminding practice their children attend.

The childminder is focused on providing a safe, homely environment where she can support children to make good progress in their learning and development. The self-evaluation process is good, which contributes to her having a realistic view of her strengths and the areas she can improve. She gains verbal feedback from parents, which enables her to tailor the service she provides to those currently attending. The recommendation and actions raised at the previous inspection have been positively addressed. This includes the updating of written consent from parents enabling the childminder to seek emergency medical treatment for children if needed. This has a favourable impact on children's well-being.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	319676
Local authority	Leeds

Inspection number	819126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/03/2009
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 that are usually their 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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