

Inspection date	13/11/2012
Previous inspection date	21/02/2011

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. Their health and safety are effectively promoted. The childminder is a good role model, promotes consistent routines and provides related activities to enhance children's understanding.
- Children have good opportunities to make progress in their learning and development as the childminder supports them well. She ensures children participate in a wide range of experiences within her home and with visits to different places of interest.
- Children's personal, social and emotional development is promoted well. The childminder effectively encourages them to share, take turns and play cooperatively. This enhances their understanding of the consequences their words and actions have on others.

It is not yet outstanding because

- Resources are not effectively labelled to enhance children's recognition and awareness of the meaning of words.
- Children have few quiet times in the childminder's home without background noise, which sometimes distracts them from concentrating and channelling their attention on activities.

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 childminder's living room and kitchen.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a range of policies and procedures.
- The inspector held discussions with the childminder and her assistant and observed their interaction with the children.

Inspector

Cathryn Parry

Full Report

Information about the setting

The childminder was registered in 1991. She lives with her adult daughter in a house in Yeadon, West Yorkshire. She has two cats and a goldfish as pets. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder works on occasions with an assistant. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a level 3 qualification in early years and has attended further training,

including first aid and child protection. She frequently attends a childminder group and a toddler group. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, of whom three are in the early years age group and who attend for a variety of sessions. One school-age child attends before and after school. She cares for children Monday to Friday from 7.30am to 6.30pm for 48 weeks of the year. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- develop further the labelling of resources to enhance children's understanding of the meaning of writing
- enhance opportunities for children to concentrate and channel their attention by keeping background noise to a minimum, with particular regard to not having the television on at all times and using it only for particular purposes.

Inspection judgements

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

Educational programmes cover each of the seven areas of learning well. The stimulating environment gives all children the opportunity to make good progress in their learning and development. A good balance of child-initiated and adult-led activities enhances these opportunities well. The childminder has high expectations of children and observes them to determine their natural interests, capabilities and preferred learning styles. Taking into account children's starting points, age and stage of development she then effectively plans activities for the group. Consequently, children participate in a wide range of appropriate experiences. Children's progress is then tracked to ensure they are making good progress in all areas of their development. This enables the childminder to offer additional support as needed.

The childminder is a good role model for children and fosters a positive attitude to equality and diversity. Consequently, they are developing an understanding of the society they live in. She shares her feelings with children, which encourages them to discuss how they feel and to show empathy. The childminder provides regular opportunities to enhance their

physical skills. These include daily access to resources in the newly refurbished garden, regular visits to the park and, occasionally, swimming. Consequently, they effectively develop muscle tone and coordination. Children's communication skills are fostered well, resulting in good interactions between themselves and the childminder. However, the television is always on in the childminder's home. This results in children having few occasions where there is no background noise, which affects their ability to concentrate and channel their attention clearly. The provision of many crayons, pencils and felt tip pens enable children to regularly practice their emerging writing skills. The wide range of books made available to children fosters their enjoyment of the written word. Low-level boxes, which store resources, have pictures on them to inform children of their contents, which promotes free choice and independence well. However, they are not labelled effectively with words to help children recognise and understand what writing means. Children have a growing understanding of the natural world through a variety of well-planned and spontaneous activities. Examples of these are when they hunt for bugs under stones in the garden and stroke the donkey when he visits the toddler group. The childminder regularly nurtures children's awareness of mathematical concepts, for instance when playing shape-sorting games, completing jigsaws and using measuring equipment. She extends activities and uses skilful questioning to encourage children to think and express their individual ideas.

The childminder has developed good relationships with parents. She ensures they are fully informed of the activities their children have participated in and the progress they are making. The childminder encourages parents to be involved in their children's learning, for instance when they take home a tomato plant to nurture together. She also provides them with written information on the Early Years Foundation Stage. This further empowers them to support their children's learning and development.

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

The childminder works on occasions with an assistant; however, she is the key person for each child. She works closely with the parents and children to build firm bonds. Consequently, children feel secure and demonstrate a strong sense of belonging. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. This results in children behaving well and them gaining a good understanding of what is acceptable. She effectively raises their self-confidence through consistent praise and encouragement.

The childminder has a good understanding of how to achieve a balance between giving children freedom and setting safe limits. This results in children taking responsibility for their own actions through appropriate challenges. The childminder provides a range of nutritious meals for children, which has a positive impact on their well-being. She regularly fosters good lifestyle habits and raises children's awareness of the benefits of exercise, healthy eating and cleanliness. This better equips them to manage their own basic hygiene and personal skills successfully.

There is a wide range of interesting and stimulating resources for children to easily access. The childminder adds to these as she follows children's interests to effectively encourage

their participation. The childminder has regular contact with other practitioners, when children access care and education in more than one setting. This enables her to complement activities and prepare children for a smooth transition from her setting to school.

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

The childminder has a good understanding of her responsibilities for meeting the learning and development requirements of the Early Years Foundation Stage. These include effectively monitoring the educational programmes to ensure children have ample opportunities to make good progress towards the early learning goals. Children are well protected through clear safeguarding procedures and the good understanding of child protection issues by the childminder. Regular risk assessments take place to reduce the chance of accidental injury occurring. The childminder has taken action to ensure that any hazards within her home have been minimised, so that children can play safely. Examples of this are the provision of a fireguard and safety gate to the kitchen.

The childminder demonstrates a good understanding of the benefits of linking with other professionals and practitioners to meet children's individual needs. She is willing to attend specific training as needed, in order to enhance her knowledge and understanding and to enable children to meet their full potential.

The childminder has attended a range of training in the past and, more recently, a briefing session about the implementation of the Early Years Foundation Stage. These have been beneficial to the service provided. The childminder works closely with parents to ensure the continuity of children's welfare and learning. She is enthusiastic and motivated to provide good quality care and education for all children. She reflects on her practice and identifies her strengths and areas for improvement. Consequently, she is able to access extra support and training as needed. She values parents' input and welcomes their involvement in the self-evaluation process. This ensures the service she provides accurately meets the needs of the children and their families who currently attend. The actions and recommendations raised at the previous inspection have been effectively addressed. These include reviewing some key policies and procedures, such as safeguarding, which impact favourably on protecting children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	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	319730
Local authority	Leeds
Inspection number	819131

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	21/02/2011
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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