

Inspection date	14/05/2014
Previous inspection date	02/12/2009

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 make good progress in their learning and development, due to the childminder's sound knowledge of child development. She uses observations of children's learning to identify and plan for the next steps in their development.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes children's emotional well-being effectively.
- Partnerships with other agencies and local schools are good. This ensures children receive appropriate help and they are well-supported in their transitions to other settings, including school.
- The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She effectively safeguards children through a good understanding of child protection.

It is not yet outstanding because

- There is scope to extend opportunities for parents to share what they know their child can do at home, so that all aspects of children's achievements are known and used effectively.
- There is room to enhance opportunities for children to access further learning experiences in the outdoor area.

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 childminder's home, including the kitchen, garden and play areas.
- The inspector sampled children's progress records.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures, including safeguarding, accident and medication records.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Beeston, Leeds. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has four dogs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four 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 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- maximize opportunities to gather information from parents on their child's learning and use this to strengthen planning and enhance ideas of how to move children forward in their learning
- increase opportunities for children to build upon the areas of learning in the outdoor environment, so that these are as effective as those learning experiences they have indoors.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and she understands how children learn. She provides them with a range of stimulating, planned and freely chosen play experiences across the seven areas of learning. This means children are making good progress and thoroughly enjoy their time in the setting. Individual learning files are in place and these include photographs, observations and assessments. These are linked to all areas of development and are used to identify next steps in each child's development. The childminder uses effective observations and collects lots of varied evidence to inform her planning, as a result, the childminder includes suitable activities, experiences and challenges for the children. However, there is scope to enhance the methods used to gather information from parents about their children's progress. This is in order to further encourage all parents to have a full and active role in the observation and assessment process that supports their child's learning.

The play area is well resourced and offers the children a range of resources, such as

books, puzzles, role play, small world and construction equipment. These are stored in boxes that are all accessible for the children to make independent choices in their play and learning. Books are displayed on a bookcase and children choose stories for the childminder to read. Children's early language development takes a high priority and is woven into their everyday experiences. For example, the childminder incorporates singing and action songs into their play to introduce new words and reinforce their understanding. As a result, children are engaged and motivated in the activities provided. She interacts with the children in a positive manner and at a level that provides them with lots of eye contact. This helps children to learn the importance of listening and to understand that the childminder is interested in what they are doing. She supports the youngest children to learn new words by introducing these as she talks to them and giving praise when children repeat these. The childminder talks with children constantly about what she is doing or what is happening while she is playing alongside them, this helps them learn how to express their thoughts. For example, the childminder introduces foam play to the children and encourages them to explore the texture and talk about how it feels. Children are happy to investigate with the support of the childminder. Children are beginning to show curiosity about toys as they start to explore the resources and the environment. For example, the childminder sits with a child using a shop till and encourages her to experiment with sounds as she pushes buttons and imaginatively pretends to work in a shop.

The childminder provides opportunities for children to engage in creative play, such as mark making and collage work. Children select shapes and glitter to create a picture and then they use crayons and pencils to make marks, which supports their early writing skills. This type of play encourages experimentation and exploration while fostering the development of their physical movement, thinking and problem solving. Children also engage in completing number, shape and colour puzzles alongside their friends. Children confidently count and listen to their friends as they use numbers in everyday routines, such as counting the cups and pieces of fruit at snack time. These opportunities for social play and associated skills of turn taking and communication support children to become active learners. This also prepares them for the next stage in their learning and the eventual move on to school. Children express a preference to play in the outdoor environment and the childminder responds to their wish immediately. The children choose their own play and enjoy jumping in puddles, using bikes and making picnics, as the childminder supports them. However, the outdoor area has fewer resources across the seven areas of learning and development. As a result, the learning experiences offered outside are not as effective as those provided indoors.

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

Children are settled and content with the childminder because she has good procedures to gather information from parents so that she is aware of children's needs and interests. The childminder's procedures mean that children feel valued and their self-esteem is promoted. For example, they are involved in making decisions about activities and are encouraged to talk about what they would like to do. This supports them in developing the skills and positive attitudes that enable them to learn effectively. Therefore, they are emotionally prepared for the move to pre-school or school.

New children settle well because the childminder ensures that she is aware of their usual routines, interests, dietary needs and any specific parental requests. For example, she makes sure that there is time for young children to sleep comfortably during the day. This supports children in feeling secure and they develop good relationships with the childminder. Children demonstrate that they enjoy the company of the childminder as they include her in their discussions and take toys to share with her. Children are supported well in understanding how to manage their own behaviour. They are offered clear and consistent explanations about this and are encouraged to share, take turns and be considerate towards others. As a result, children's behaviour is good.

The well-resourced and welcoming environment supports children's independence and cooperation. Children access the toys from low-level boxes and share and take turns with their friends. Good daily routines support children in developing their self-care and independence skills further. For example, they learn to put on their own coats before going outside and use the toilet independently. Children gain a good awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted as they discuss healthy eating and drinks at snack time. Children enjoy a well balanced diet, which includes a light lunch of sandwiches and fresh fruit. Good daily practice reinforces children's understanding of good hygiene. For example, children wash their hands before eating and after a creative activity. Children take small, but safe, risks when playing as they avoid obstacles and access tables and chairs. They understand the risks when playing in the garden and seek the childminder's support and reassurance. This helps children to have a well-developed understanding of safe practices.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children. She has completed training to support her understanding of child protection. Children remain safe and secure in the childminder's care as she conducts thorough risk assessments of her home, garden and outings. Clear records regarding medication and accidents are also kept and parents sign and date these. A comprehensive range of policies and procedures, which are shared with parents, meet all the welfare requirements to support the safe and efficient management of the setting. All adults within the home have undertaken suitability checks.

The childminder has completed a self-evaluation process, reflecting upon the strengths and weaknesses of her practice, which provides opportunities for her to review and evaluate her provision on a regular basis. She involves parents and children in her evaluation and seeks their input through questionnaires and daily discussions. For example, older children comment on their favourite foods and have created a wish list of equipment. The childminder monitors the educational programmes to ensure that children make good progress while in her care. Robust systems for the observation and assessment of children support her to achieve this. The childminder shows a commitment to further professional development by attending relevant training events that become available and cluster meetings run by the local authority.

Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. Partnerships with parents are established and parents are complimentary about the childminder and they are very happy with the care and teaching that she provides. As a result, parents are aware of how their child is developing. Links are established with the local school and the childminder prepares children well for the transition when the time comes.

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	319941
Local authority	Leeds
Inspection number	877055
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	02/12/2009
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

