

Inspection date	06/11/2014
Previous inspection date	18/05/2011

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 very happy and settled in a welcoming home environment. They form positive relationships and attachments with the childminder and their peers.
- The childminder carries out accurate assessments of children in order to provide suitably challenging activities. As a result, children make good progress in their learning.
- Children behave very well because the childminder has consistently high expectations of their behaviour. As a result, children are well behaved and ready to learn.
- The childminder regularly reflects on her provision and through effective self-evaluation identifies strengths and areas for development, to ensure continuous improvement in her practices.

It is not yet outstanding because

- Information gained from parents on entry, does not always provide the childminder with the detailed information she requires to help her to further plan for children's future learning needs.
- There are fewer opportunities for children to extend their learning through exploring real and natural items, particularly in the indoor 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 observed activities in the childminder's playroom and dining kitchen.
- The inspector conducted a joint observation with the childminder.
The inspector looked at a range of documents, including the childminder's self-evaluation form, children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of the suitability of adults living in the household and the childminder's qualifications and training certificates.
- The inspector shared ongoing discussion with the childminder and interacted with the children throughout the inspection.

Inspector

Julie Jones

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a terrace house in the Churwell areas of Leeds. The whole of the ground floor, including a designated playroom with toilet facilities are used for childminding. The childminder also uses a bathroom on the first floor for older children. There is an enclosed garden for outdoor play. The childminder regularly attends local toddler groups, play gyms and childminder groups. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently nine children on roll of whom six are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and is a member of the Professional Association for Childcare and the 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 depth of information gathered from parents about children's learning and development on entry in order to further enrich the planning process
- increase the range of freely available natural and real items to enhance and encourage children's exploration in the indoor area.

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 understands how children learn. She carefully observes children's interests and tracks their progress. This enables her to plan appropriate activities that cover the seven areas of learning. Consequently, any gaps in children's learning and development are addressed quickly and they make good progress. The childminder records children's progress in their learning journey and she shares this with parents regularly. The childminder shows a good understanding of the written progress check for children between the ages of two and three years. She provides parents with information about learning opportunities to help them support their child's development at home. This enhances children's opportunities for continuity in their learning and development. As a result, children make good progress and are well prepared for the next stage in their learning.

The childminder provides a good range of learning opportunities for children. She plays alongside the children and uses appropriate language and communication to extend their vocabulary. For example, she asks children open-ended questions and gives them time to formulate their ideas and respond. Children are highly motivated and play enthusiastically. For example, they enjoy spending time exploring a tray of oats. The childminder has added bowls, small diggers and spoons. The children skilfully fill and empty the different containers. The childminder uses this opportunity to extend children's thinking skills, as they talk about size and quantity. The childminder leaves the resources out for the children to revisit later. After snack they enjoy exploring, pouring and scooping the oats for a long period of time. The childminder sits alongside them, providing them with support and offering effective praise and encouragement. She introduces mathematical thinking as they count how many spoons it takes to fill the containers. This successfully supports children to develop the characteristics of effective learning.

The childminder has close partnerships with parents. Parents speak very highly of the quality of care and how much progress their child has made since starting. They are particularly complimentary about their child's communication and language development. The childminder gathers ongoing information from parents about their children's individual needs and information about their likes and interests when they start. However, the childminder does not always gather the extremely detailed information she needs about children's learning and development, to have an extensive knowledge of children's starting points to enrich the planning for individual children's learning and developmental needs. There are currently no children on roll with special educational needs and/or disabilities. However, the childminder promotes an inclusive setting and she understands how to seek additional support for children if required.

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

The childminder is warm and caring and values each individual child. She has an effective settling-in process, and children are able to visit with their parents on several occasions before they formally start with the childminder. Furthermore, the flexible settling-in process supports parents who wish to spend a short amount of time each day playing alongside their children before they leave. As a result, children are emotionally secure, comfortable and feel valued. The childminder has good links with local schools and other early years providers. This enables her to share information about children's interests and their progress when they leave to start school or nursery. As a result, children are emotionally supported during their move to school.

Children have access to a variety of resources to support their learning and development. Children move confidently and freely throughout the setting independently selecting activities that interest them. However, opportunities for them to fully explore a wide range of natural and real items in the indoor area are not always available. The childminder continually offers children praise and encouragement during their play. This effectively boosts their self-esteem and confidence. She has high expectations of all children and maintains clear, consistent methods for managing behaviour. As a result, the children behave very well for their age and stage of development.

Children have opportunities to engage in regular physical activities which contribute towards a healthy lifestyle. For example, the childminder takes children on trips to the local park, play gyms and toddler groups. She has written risk assessments in place which she uses to contribute towards keeping children safe. The childminder uses outings to teach children about road safety and how to manage risks in their play. Parents provide their children with packed lunches and snacks, and the childminder provides information about healthy options to parents. Children's independence is further supported because the childminder encourages them to wash their own hands before meals and snacks. The childminder holds an appropriate paediatric first-aid qualification and this enables her to deal with minor accidents and injuries.

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

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are policies and procedures in place that are regularly reviewed to ensure that they meet current legislation, including policies for the safe use of mobile phones and cameras. The childminder regularly tests her fire evacuation procedure. This means that all children know what to do in the event of an emergency. The childminder has a very good understanding of the potential risk of harm to children and what to do if she had concerns about a child's welfare. Furthermore, she understands the procedure to follow if an allegation is made against someone in her household. She safeguards children further as her home is safe and secure and the exterior doors are kept locked. Documentation is carefully maintained, such as, the daily register of attendance and the children's registration details. As a result, children's welfare and safety are promoted very well.

The childminder has a level 3 qualification and has several years' experience of working with children. Therefore, she has a good understanding of the learning and development requirements. As a result, activities are well matched to each child's age and stage of development. This means that all children are supported to make good progress in their learning and development. Assessment systems are effective in monitoring children's progress. Consequently, the childminder is able to quickly identify any areas where children may be falling behind.

Partnerships with other professionals are good and the childminder shares ideas and best practice each week with other childminders at the local childminder group. The childminder keeps up-to-date with current practice and legislation through the information and support she receives from the local authority and the Professional Association for Childcare and the Early Years. The childminder continually evaluates her practice and is able to identify areas for improvement. Since her last inspection she has developed her observation, assessment and planning procedures and provides parents with information of their child's learning on a regular basis. She attends regular training to support her continual personal and professional development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	319992
Local authority	Leeds
Inspection number	877058
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/05/2011
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, 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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