

Inspection date	06/11/2014
Previous inspection date	25/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's needs are identified and met through effective partnerships between parents and external agencies.
- Children are kept safe because the childminder has a good knowledge of safeguarding and understands who to contact in the event of a child protection concern.
- Children are developing good communication skills. This is because they are well supported by the childminder who sensitively models language.
- Teaching is based on the childminder's sound knowledge of the Early Years Foundation Stage. Very good interaction promotes children's learning through play and as a result, children make good progress towards the early learning goals.

It is not yet outstanding because

- Children's understanding of the world, in relation to people and communities, is not fully extended as there are fewer resources to promote learning in this area.
- The childminder does not fully promote effective health and hygiene as children share the same hand towel.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the childminder and looked at children's development records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Donna Green

Full report

Information about the setting

The childminder registered in 1996. She is registered 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 the Middleton area of Leeds. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder attends toddler and childminding groups. There are currently seven children on roll of whom three are in the early years age group and attend a variety of sessions. The childminder provides care to children between the hours of 6.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder walks and drives to local schools to take and collect children.

What the setting needs to do to improve further

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

- enhance the educational programme for understanding the world to further promote children's understanding of people and communities, for example, by providing additional resources
- enhance health and hygiene practice in regard to hand washing, for example, by providing children with individual towels.

Inspection judgements

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

The childminder has a sound knowledge of the Early Years Foundation Stage and uses this well to support children's learning. She uses information from parents and ongoing formative observations of children's achievements to carefully monitor their progress. She effectively identifies children's next steps in their learning. The childminder effectively provides learning experiences that are purposeful and developmentally appropriate. As a result, children are motivated and interested, therefore, they make good progress in their learning and development. The childminder shares observations and pictures with parents and carers on a daily basis. She gives them good opportunities to look at and contribute to their child's records. The childminder actively encourages parents and carers to be involved in their child's learning. This is through daily updates of what children are doing and the use of communication diaries. As a result, parents are able to repeat and extend such experiences at home to complement children's learning.

There is an appropriate range of resources available for young children and babies to access in clear labelled boxes, including small world, books, baby toys, construction blocks, musical instruments and electronic resources. The childminder has organised the

play environment well and children can self-select resources they wish to play with. Consequently, children are able to develop their preferences for play and become independent. For example, younger children access sensory play resources and enjoy independently exploring the resources available to them. However, there is room to further enhance resources in regard to understanding the world, so children can learn more about people and communities. The childminder effectively communicates with the children in her care. She is animated in her interactions and often uses praise. Children respond well to this approach and respond to her communications. As a result, children are developing communication skills. She teaches children things during her interactions with them. For example she shows younger children how to spin a wheel to make a sound. Children enjoy sharing interactive sensory books with the childminder. They turn the pages with the childminder as she reads and listen with interest. As a result, children are developing a love for books and early literacy skills.

The childminder constantly enhances the environment to meet children's current interests and stage of development. She does this effectively by adding or removing resources while creating space for young children to pull themselves up and physically to take steps. Children play in large open spaces outdoors on ride-on toys and have access to water play. The childminder supports children's physical development well. As a result, younger children are building their confidence and making progress towards taking their first steps. Children have frequent opportunities to visit playgroup sessions, parks and playgroups within the local community, this gives them the skills they need for future development.

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

Children settle well in the childminder's care due to the support given and the effective settling-in process. She gathers good information from parents and carers so that she can meet children's needs. For example, parents complete an All about me file before children begin to attend. The childminder is encouraging, friendly and attentive towards the children in her care. As a result, children are emotionally secure, comfortable and feel valued. She gives children regular praise and this helps to boost their self-esteem and confidence. She has clear consistent methods for managing unwanted behaviour and supports parents and carers to consistently manage their child's behaviour at home. As a result, the children behave very well for their age and stage of development, while also learning to keep themselves safe.

The childminder offers children a variety of opportunities to become school ready during her care. She places a strong emphasis on children's independence skills during her daily practice and this helps to gradually prepare children for the transition to school. For example, she teaches children to dress and undress and to be independent at meal times. She takes children on the school run and has established effective working partnerships with local schools. As a result, children are emotionally prepared for school and are becoming independent.

The childminder consistently ensures children's hands are washed before meal times and after toileting. As a result, children are aware of their own personal hygiene needs and are

developing good personal hygiene. However, this practice is not entirely effective as children share the same hand towel, which is not effective in reducing the spread of any germs. The childminder ensures that healthy drinks and snacks are provided for children, for example, they drink either milk or water during the childminder's care. The childminder provides children with a weekly menu of fresh home cooked meals. Younger children are beginning to be independent at snack and meal times with the childminder's support and are learning to feed themselves. Children sit calmly at meal times and eat well, with the childminder providing effective support. As a result, children are developing excellent manners and developing early independence skills.

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

The childminder has a sound understanding of the requirements of the Early Years Foundation Stage and implements them well to promote children's safety. She has a range of effective policies and procedures in place to underpin her safe management of the setting. She is knowledgeable and able to give appropriate examples of possible indicators of signs of abuse or neglect, displays safeguarding information in the home and knows what to do if she has any concerns. The childminder is first-aid trained and displays her certificate in the home. The premises are secure and well maintained, and the childminder regularly reviews her risk assessments for both premises and outings to promote children's safety.

Since the last inspection the childminder has forged and maintained links with childminder playgroups and she attends regular childminder network meetings for support. She also accesses regular supervision and mentoring from the local authority. This has had a positive impact on the quality of support for children's learning and development. The self-evaluation is clear and accurate. The childminder demonstrates a clear commitment to improvement. Since the last inspection she works in partnership with the local authority to ensure she keeps up to date with new legislation and to access training, such as safeguarding, which has had a positive impact in keeping children safe. Through the use of daily communication and written feedback the childminder formally seeks the views of parents and carers. As a result, good quality information is shared and parent partnerships are strong.

The childminder provides information for parents and carers about the care, learning and development of children and how the setting is run. Parents and carers receive useful updates about what their child has been doing during the day and regular newsletters. Parents and carers report that they are happy with the services the childminder offers. Parents comment that the childminder's communication is very good. As a result, they feel confident to discuss any issues. The childminder is aware of the importance of engaging in partnership with other agencies to ensure appropriate interventions for children who may need additional support.

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	320027
Local authority	Leeds
Inspection number	984836
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	25/09/2008
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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