

Inspection date	30/01/2013
Previous inspection date	15/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder supports the children's early writing skills effectively. This is because she gives them lots of opportunities to explore a variety of mark-making materials, such as crayons, and she gives them ongoing encouragement as they start to write their own name.
- Children form positive relationships with the childminder, because she helps them carry out activities that they enjoy and she praises their achievements.
- Children are learning effectively about the importance of eating healthily. This is because the childminder offers them varied healthy food options, and she talks to them about why it is important to eat healthy food, such as fruit.

It is not yet good because

- Children lack opportunities to fully extend their learning, through exploring a wide range of creative materials. For example, through using unusual and interesting materials, such as translucent paper, coloured glue, paints and natural materials, such as wood.
- The ongoing observations and assessments of children's development are not used consistently to extend their next steps in learning across all the areas, and therefore help children make the best possible progress.

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 and resources in the main play room and outdoors.
- The inspector spoke to the childminder, and the children present.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.

Inspector

Melissa Patel

Full Report

Information about the setting

The childminder was registered in 2000. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Beeston, a suburb of Leeds in West Yorkshire. The whole of the ground floor of the childminder's house is used for the children with access to the bathroom facilities on the same floor. There is a fully enclosed garden for outside play. The childminder visits the shops and park on a regular basis, and she collects children from the local nursery and school.

There are currently four children on roll, three are in the early years age group who attend

for a variety of sessions and one is a school-age child who attends before and after school. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for expressive arts and design by providing and maintaining new, unusual and challenging resources for children to explore. For example, translucent paper, coloured glues, paints and natural materials, such as wood
- develop the use of ongoing observations and assessments of individual children's progress across the seven areas of learning, and use this information consistently to extend their next steps in learning.

Inspection judgements

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

The childminder has an appropriate knowledge of the type of activities to provide in order to promote children's learning. This results in children progressing as expected for their starting points and time spent at the provision. They enjoy exploring the resources that are available. They do this independently and with support from the childminder. The childminder helps them learn to recognise colours appropriately, asking them to name various colours during activities, such as while they choose to put clothes on the small dolls. In addition, the children are developing their small physical skills as they carry out this task. The childminder also uses this opportunity to help them understand about diversity positively. For example, she discusses the different types of clothes that people wear from various cultural backgrounds.

Children are developing their large physical skills through successfully building with large bricks and moving the brick trolley around the room. They are learning to negotiate space at this time with appropriate guidance from the childminder. Children can freely choose books and they enjoy stories. The childminder appropriately supports their understanding about technology. She ensures that they have opportunities to explore toy phones and assemble equipment that involves their thinking skills, such as twisting dials and pressing buttons. The childminder offers support to achieve the tasks. She helps to support children's language though consistently talking to them through activities and routines.

Children are developing their mathematical skills appropriately. For example, the

childminder encourages them to count in sequence during activities and on outings. Children respond well to the childminder's request to select a small number of objects; they sort them into groups and count them with support. Children do experience some activities to develop their creativity, such as singing and using their imagination as they explore a variety of dressing-up costumes and materials. However, they lack opportunities to fully extend their learning in this area, through using a wide range of unusual and challenging creative media. For example, by experimenting with a variety of different textures, to include translucent paper, coloured glues, paints and natural materials, such as wood.

The childminder demonstrates a suitable knowledge of the children's individual stages of development through offering them appropriate activities that suit their needs. Through observation she helps them carry out activities that they enjoy, such as making marks on paper with a variety of tools, such as crayons and pens. She gives good support to help children extend these early writing skills by offering encouragement as they make recognisable shapes and make attempts at writing their own name. However, the ongoing observations and assessments of children's development are not consistently used to extend their next steps in learning across all the seven areas. This means that any gaps in their development are not always fully identified, to ensure that children make the best possible progress.

The childminder has a suitable knowledge of how to carry out the progress check at age two. This means that appropriate information is available to the parents on how the children are progressing with their communication and language skills, physical skills, and their personal, social and emotional development. The childminder liaises with the parents. She gathers appropriate information from them when the child first starts at the setting, such as what they like to eat and what they enjoy playing with. She shares her observations of the children with them, discussing how they can work together to support the children's learning appropriately, such as their social skills.

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

The childminder helps children develop their independence appropriately during daily activities and routines. For example, the children make choices about what toys they wish to explore. The resources are accessible and they are suitable for their ages and stages of development. However, although there is a reasonable range of resources, creative materials are not always fully available, and therefore used effectively to maximise the children's interest and their learning.

Children develop positive relationships with the childminder. This is because she spends time supporting them in their activities, and she praises them frequently during the day. For example, she recognises their achievements as they fit the clothes on the dolls. This also supports the children's behaviour and well-being appropriately, and as a result the children develop close attachments to her. This also means that their self-esteem is appropriately supported, and they respond by smiling often. The support they receive in the development of their early skills, such as making positive relationships helps prepares them well for their transitions to playgroup, nursery and school.

Children develop an appropriate understanding of healthy lifestyles through regular outdoor activities, such as going on walks and playing in the garden. For example, they can run and climb and they have opportunities to ride small sit and ride-on toys and play with balls. Children are developing a good understanding of the importance of eating healthy foods. This is because the childminder gives them healthy food choices, such as fruit at snack time, and she talks to them about why it is important to eat foods that keep the body healthy. Children frequently drink water or diluted juice. The childminder helps the children learn to look after their health. For example, they can explore clean resources in a hygienic home environment, and she encourages them to wash their hands regularly, such as before and after snack.

The home is risk-assessed appropriately. This ensures that the children can safely explore the home environment. They learn about risks and how to manage them. For example, the childminder gives children support as they carry out the fire evacuation procedure and she helps them stay safe when crossing roads, through discussion while on outings.

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

The childminder appropriately implements the safeguarding and welfare requirements to support children. For example, she has a clear knowledge of how to keep children protected and who to contact if concerns arise about a child. In addition, the accident procedures are implemented well to support children's good health and well-being. The childminder has a suitable overview of the learning and development requirements overall. For example, this is reflected in the good support children receive to help them with their early writing skills and in making positive relationships. However, the childminder does not yet give full attention to implementing the educational programme for expressive arts and design, to support children's learning. In addition, the observations and assessments of children are not yet robust, to consistently extend their next steps in learning across the seven areas.

The childminder forms good relationships with the parents. She discusses the children's individual needs and how they can work together to support the children, such as developing their counting skills. This ensures that children receive appropriate support to their ongoing development. The childminder reviews her practice satisfactorily. She involves parents in the process through discussion. The information concludes that they are happy with the care and what activities their children do at the provision. The childminder includes the children's views by carrying out activities that they like to do, in order to aid their learning. She appropriately identifies areas for improvement. For example, she has recently developed the outdoor play area by incorporating a wooden decked area. This enables the children to safely use toys, such as books and bricks outdoors while the other children use more robust outdoor equipment in another area of the garden. This improves opportunities for children to develop their learning outdoors. The childminder demonstrates a positive attitude to enhancing her knowledge and practice through maintaining required training, such as first aid and attending a number of short courses.

The childminder forms appropriate relationships with other provisions where children have just started to attend, such as nursery. For example, information on their learning and care is shared where appropriate, to support children's overall development. This enables her to give the children consistent help to support their well-being. The childminder has an appropriate understanding of why it is important to work in partnerships with other agencies to support children, if and when required.

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	320664
Local authority	Leeds
Inspection number	819153
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	15/09/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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