

Inspection date	22/09/2014
Previous inspection date	16/01/2009

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 are happy in the childminder's care because she is caring and responsive to their needs. Consequently, children's emotional well-being is fully supported.
- The childminder's teaching is good. She has a clear understanding of how children learn and plans purposeful learning experiences based on children's interests. As a result, children develop positive attitudes to learning.
- The childminder has a clear understanding of her responsibilities to protect children from harm. She has a sound knowledge of child protection and maintains an environment that is safe for children.
- Partnerships with parents are good because the childminder regularly shares information with them about children's care, learning and development.

It is not yet outstanding because

- Opportunities for children to access resources independently are not fully exploited.
- The childminder occasionally misses some opportunities to extend children's critical thinking skills, for example, by asking open-ended questions.

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 and spoke to the childminder and the children.
- The inspector toured the areas of the home used for childminding purposes.
- The inspector looked at evidence of suitability, children's assessment records and a sample of policies.
- The inspector took into account the written views of parents.
- The inspector discussed the childminder's self-evaluation form.

Inspector

Susie Prince

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child and one child aged 14 years in the Middleton area of Leeds. The whole of the ground floor, the bathroom and the rear garden are used for childminding. The family has a pet dog. The childminder attends a toddler group and activities at the local sports centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance children's access to resources, in order to further promote their independence
- maximise opportunities for children to develop imagination and thinking, for example, by asking more open-ended questions.

Inspection judgements

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

Teaching is good because the childminder has a clear understanding of how children learn. She effectively uses observation and assessment to identify children's current development levels, track their progress and plan purposeful learning experiences. As a result, children make good progress in relation to their starting points. The childminder knows the children well and skilfully uses activities, based on children's specific interests, to teach skills across all seven areas of learning. Parents are kept well-informed of children's progress and are given the opportunity to contribute to children's learning journals. The childminder accurately completes the progress check for children between the ages of two and three years. Consequently, gaps in children's learning are quickly identified, so that children receive appropriate support to meet their learning needs.

Children benefit from a broad range of play-based activities. They develop self-help skills through purposeful everyday experiences. For example, children use knives safely, with the support of the childminder, as they cut their own bananas for snack. The childminder effectively facilitates children's mathematical development by counting and using simple mathematical language in role-play activities. Children foster a love for books because the

childminder skilfully uses questioning when reading, to promote children's participation and enjoyment in the story. The childminder successfully uses questioning in her interactions to support the acquisition of language and promote children's thinking. However, occasionally some of the questions that she asks require single word responses. Therefore, at times, opportunities to develop children's thinking skills are not fully exploited.

Children confidently explore the environment and engage in purposeful, fun activities based on their interests. As a result, they develop positive attitudes to learning and are prepared well for school. The childminder provides a range of challenging activities that support children to persist. For example, children increase physical precision as they thread small pasta tubes onto pipe cleaners. This helps children to develop problem-solving skills and improves physical control, in preparation for writing in the future. Children develop independence by selecting their own resources and initiating activities. However, there is scope to further promote children's independent choice by re-organising resources, so that they have a wider choice available to them.

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

Children are happy in the childminder's care because she successfully develops strong affectionate bonds with them. She gets to know children well and effectively uses information gathered from parents to individualise care arrangements. Settling-in sessions are planned flexibly in accordance with children's individual needs. Consequently, children's emotional well-being is fully supported. The childminder is consistent in her approach to behaviour management. She teaches children what is expected of them and reinforces positive behaviour with praise and encouragement. As a result, children in her care behave well.

The childminder effectively promotes children's health and physical well-being. She values the benefits of outdoor play and offers daily opportunities for children to exercise. For example, they enjoy regular trips to the local parks or woods where they can be physically active and move freely in large open spaces. The childminder provides healthy snacks, such as fruit, and children have access to drinks throughout the day. The childminder teaches children about how to stay healthy through good hygiene practices. She helps children to develop an awareness of how to manage their own safety through discussion and by providing constant age-appropriate reminders of possible dangers. For example, the childminder teaches children about road safety and traffic awareness during trips into the local community.

The childminder supports children to develop positive relationships. For example, children benefit from regular visits to the local playgroup, where they develop friendships with other children in their age group. Children learn self-help skills and develop independence as they confidently select their own resources from the suitable range accessible to them. They play cooperatively with others in role-play activities and show high levels of involvement in activities. Consequently, children are emotionally well prepared for the move to other settings. The childminder has developed good links with the local nursery

and school. They regularly share their planned next steps for the children and discuss their care needs. This ensures continuity of care and learning.

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

The childminder has a secure understanding of her responsibility to safeguard children. She has a good awareness of the possible indicators of abuse and has stringent procedures in place to protect children from harm. For example, the childminder has a policy that prohibits the use of mobile telephones and cameras. She challenges parents who use telephones in the setting and ensures that older children in her care do not take photographs using their electronic devices. The environment is effectively risk assessed and daily safety checks are carried out to ensure that it remains safe for children.

The childminder has a clear understanding of how to deliver educational programmes that support children to make progress across all areas of learning. She effectively tracks children's progress and plans next steps in their learning. She knows children well and plans activities that challenge and motivate them. As a result, children develop positive attitudes to learning and enjoy and achieve. The childminder regularly attends training in order to update and enhance her knowledge and teaching skills. She receives support from the local authority, which helps her to reflect on practice and plan improvements. She effectively uses feedback from children to support this process. Consequently, planned developments are pertinent and support the needs of the children in her care. For example, the childminder has implemented effective risk assessments for outings, which ensure children's safety outside the childminder's home.

Partnerships with parents are good. They are well informed about the childminder's service when their children enrol because policies and procedures are discussed in depth. The childminder effectively exchanges information with parents through daily discussion, diaries and children's learning journals. This helps to promote consistency in children's care and learning. Parents comment on how happy the children are in the childminder's care and are very pleased with the service she provides. The childminder has successfully developed links with other providers where there is shared care. She has established effective information sharing practices that promote a cooperative approach to learning between settings. Therefore, the childminder is able to complement the learning experiences that take place in other settings and provide children with continuity.

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	501831
Local authority	Leeds
Inspection number	872273
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	16/01/2009
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, 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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