

Inspection date	18/11/2014
Previous inspection date	08/07/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 develop close attachments to the childminder. This is because she is proactive in supporting them through daily activities and routines.
- The childminder has a good understanding of safeguarding issues. She ensures that children are supervised and protected well at all times.
- The childminder works effectively in partnerships with parents to support children's learning and care routines.
- The childminder has a good awareness of how young children learn and this contributes towards the good progress children make in relation to their starting points.

It is not yet outstanding because

- The childminder provides fewer opportunities for children to further develop their early reading skills because the environment is not rich in print for children to refer to as they play and learn.
- The childminder does not have an astute and targeted programme of professional development in place to ensure that she continues to improve the already good teaching and learning for all children, so children progress even more rapidly.

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 home.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's electronic learning journals and a selection of policies and procedures.
- The inspector checked evidence of suitability of adults in the household and the childminder's qualifications.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, two children aged 13 and 10 years and two adult children in a house in Rodley, a suburb of Leeds. The ground floor and the rear garden are used for childminding. The family have three cats. The childminder takes and collects children from school and attends local groups. There are currently 17 children on roll, nine of whom are in the early years age group and who 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's daughter works as her assistant.

What the setting needs to do to improve further

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

- provide even more opportunities for children to build on their early reading skills by, for example, providing an environment rich in signs and symbols for them to refer to as they play and learn
- enhance the teaching and learning for all children so they reach the highest levels of attainment, for example, through attending further study and training.

Inspection judgements

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

Teaching is good. This is because the childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder plans a balanced range of adult-led and child-initiated activities. These are planned to ensure they have depth and breadth across the seven areas of learning. The childminder's arrangements for monitoring children's progress in their learning and development are effective. Parents complete an 'All about me' form when their children start in the setting, so they can record what they know about their child's development in the prime areas of learning. This information, along with the childminder's own observations, establishes children's starting points in their learning. The childminder records her observations and assessments of children's achievements and uses these to plan appropriate and challenging next steps in learning. For example, the childminder provides low-level furniture for children to hold onto when they first learn to walk. The childminder uses ongoing assessment and an effective tracking system to ensure children are making progress. Through these strategies, any gaps in learning are quickly identified and

supported.

Children's communication and language development is supported well. The childminder gets down to children's level to listen to what they say, repeating and rephrasing words and sentences. During play, she effectively supports children to develop their thinking skills, for example, by encouraging them to recall what the wind does to their hair. This means that children's communication and language skills are supported well. There are good quality books for children to read by themselves, or together. However, children are not always well supported by the environment provided to build further on their emerging early reading skills. For example, there are few low-level labels, signs and symbols for children to refer to as they play and learn. Children are developing their physical skills as they roll and squeeze the dough they are playing with. The childminder introduces equipment that makes shapes when dough is placed inside. She shows them how to use the equipment and then they have a turn. Consequently, children learn to operate equipment themselves and develop their problem-solving skills. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Parents are kept informed about children's progress. They enjoy receiving their children's learning journal through the online program that the childminder uses to share information with them. Parents are able to access their child's online diary, photographs, observations and information about their child's progress. They can also contribute to their children's records in this way. The childminder carries out the required progress check for children aged between two and three years. The most suitable time for this is discussed with parents and it is completed at an agreed time with parents and shared with the child's health visitor. This supports parents' understanding of their child's development and ensures that the information shared with other services supports good outcomes for each individual child. As a result, the outcomes for children's learning are improving and parents are beginning to play a more active part in the assessment process and are better informed of their child's developmental progress.

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

Children are emotionally secure due to the effective settling-in programme and the childminder's ability to promote children's self-esteem. For example, children build up their time with the childminder and she obtains detailed information from parents, to enable her to create a care and learning plan, to support children from the outset. The childminder ensures that there are daily opportunities for parents to verbally exchange information about updated care routines. As a result, children quickly feel at ease with the childminder and strong relationships are formed. The childminder regularly takes children to a local toddler group, which means children can gain confidence in interacting with others and learn to work together as part of a larger group. Children's progression is further promoted as the childminder has established links with local schools. This effective support ensures children are emotionally prepared for their future move on to the next stage in their learning.

Behaviour is managed effectively as the childminder reinforces good behaviour, using positive praise. The childminder emphasises the importance of using good manners and being kind to others when playing. Children are learning to play together cooperatively. For example, the childminder encourages the children to take turns with resources. As a result, children behave well. Since the last inspection, the childminder now provides a shaded area for children and spare sun hats so they can play safely outdoors. Parents supply their children with appropriate clothing. This means that children are protected from harm whilst benefiting from being outdoors in a range of weather conditions. Children visit parks on a regular basis where they are able to use more challenging apparatus to practise their larger muscle movements and build confidence in their own abilities. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. The childminder teaches children the importance of leading healthy lifestyles. Children wipe their hands on wipes, before eating snacks and meals, and after playing with the dough. Meals and snacks offered throughout the day are balanced and nutritious.

Since the last inspection, the childminder has effectively reviewed the organisation of the areas used for childminding purposes. Children's toys and resources are stored in boxes in a child height unit. This includes those for creative activities, such as pens and crayons for drawing. As a result, children develop their independence skills well as they freely access toys of their choice. The childminder supports children well to tidy away resources when they have finished playing with them. This means potential tripping hazards are minimised and children have more space to move around safely. The childminder ensures children are kept safe when they go on outings. Children wear visibility vests and younger children wear wrist straps. The childminder teaches the children how to keep themselves safe. For example, children participate in regular fire drills, which help them to understand how to keep themselves safe in an emergency. This means children's good health, safety and well-being are promoted effectively.

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

Since the last inspection and following monitoring visit, the childminder has demonstrated a clear determination to improve the setting for children and parents. The childminder is effectively supported by a support officer from the local authority and has met all the actions to ensure children's safety and health is promoted well. The childminder and her assistant have recently completed safeguarding training. The childminder confidently talks about the different types of abuse, the signs and symptoms of each and the procedure she should follow if she has concerns about a child. She has a clear safeguarding policy that underpins her daily practice, which includes the safe use of mobile phones and cameras. This means she has a good understanding of protecting children in her care. The childminder carries out daily visual checks to minimise risk, both around the home and outdoors. All adults in the household and her assistant have undergone relevant vetting and checking procedures to ensure children's safety. Visitors are asked to show identification when they visit the home. Daily registers are kept that indicate the hours of attendance of the children. Parents sign the accurate records of accidents and the administration of medication records, when needed. As a result, children's welfare and

safety is promoted well.

The childminder monitors the provision effectively by reflecting on a daily basis what has gone well and what needs changing. She adapts her activities to meet the range of children attending and their changing interests. This means that children's learning and development is promoted well. Since the last inspection, the childminder has secured her system to monitor children's progress. The childminder uses an electronic tracking system to plot children's overall progress in all areas of learning. This ensures that the childminder can see at a glance where children may be above or below the expected levels typical for their age, in order to provide further support or challenge. The childminder keeps up-to-date with changes in early years practice, for example, by linking with other childminders and by reading relevant professional literature. The childminder carries out appraisals with her assistant to ensure that she is clear about her role and responsibilities. The childminder is supporting her assistant to access an appropriate childcare course. As a result, the quality of children's care and learning is enhanced. The childminder has developed her self-evaluation that accurately identifies strengths and areas for improvement. The views of parents and children are sought through daily discussions and all comments from parents are positive. On the whole, the childminder monitors her professional development and that of her assistant suitably. For example, she ensures her assistant and herself undertake paediatric first-aid training and safeguarding training to promote the health and safety of children. She has a good knowledge of how to teach children, however, the childminder has accurately targeted to continue to develop professionally, through further training, to take her practice to the next level, so that children are best supported to reach their very highest level of attainment. As a result, children benefit from her commitment to maintaining continuous improvement.

Since the last inspection, the childminder has developed further her partnerships with parents. Parents contribute to their children's starting points and are kept well informed and up to date with their child's progress and achievements by regularly viewing their electronic profile. This supports consistency of children's learning. The childminder shares her policies and procedures and important information, such as Ofsted's contact details and her insurance cover with parents before their children start. Parents are kept up-to-date with what is happening through a regular newsletter and an information board. This means that parents are well informed about the service she provides. The childminder has reviewed the arrangements for working in partnership with providers of other early years settings children may also attend. She has clear plans in place to improve communication and sharing of information about children's care and learning across settings in the future. This ensures there is a more effective, shared approach to supporting children's care and learning across provisions.

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	501893
Local authority	Leeds
Inspection number	983545
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	08/07/2014
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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