

Inspection date	31/07/2014
Previous inspection date	20/04/2010

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

- The quality of teaching is consistently good. This is because the childminder gives children time to talk, think creatively and solve problems. Consequently, children make connections in their experiences and good progress in their learning and development.
- The childminder develops very good relationships with parents and they work together well. Communication between parents and the childminder is very good, this means that children's needs are quickly identified and very well met.
- The childminder is sensitive to children's emotional needs and well-being. As a result of this, children are secure and confident in her care.
- The childminder has effective systems in place to ensure that she keeps up to date with current early years practice, using support from the local authority. As a result of this, the childminder continues to improve her already good knowledge, understanding and practice.

It is not yet outstanding because

- Children cannot always independently access the resources they need to further develop their play.

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 the premises and observed the children's activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked through the children's observation files, checked evidence of suitability, qualifications and looked at a selection of policies.
- The inspector carried out a joint observation with the childminder
- The inspector took account the views of parents provided through written feedback.

Inspector

Jill Roberts

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She sometimes works with an assistant. She lives with her husband and her adult son in a semi-detached house in Wetherby, North Yorkshire. The conservatory, downstairs toilet, snug and kitchen are used for childminding purposes. The family have several pets; a rabbit, two tortoises, a cat and some fish. The childminder attends two toddler groups, a childminder group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder takes and collects children from the local school. There are currently 13 children on roll, seven 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 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- increase opportunities for children to further develop their independence when engaged in child-led play, for example, by providing free access to water.

Inspection judgements

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

The childminder demonstrates good knowledge and understanding of the Early Years Foundation Stage. She knows and understands how young children learn and develop and she puts this into practice. The childminder observes children's play and links their achievements to the areas of learning, indicating what their next steps are. The childminder uses this information to provide activities, learning resources and a stimulating environment that meets children's needs and interests. For example, children are interested in mini-beasts. The childminder provides them with bug catchers, magnifying glasses and charts to identify them. They look together at the moth that they have caught in the garden and at flies and wasps that they have collected over the week. Children count the number of legs the mini-beasts have and they talk about shape and size, saying which one is the biggest. The childminder demonstrates good teaching as she skilfully questions children allowing them time to think and respond. As a result, children confidently talk about the setting's pets, for example. They explain why we do not touch the fish. The childminder gives many opportunities for children to explain their thinking and make links in their experiences, demonstrating the characteristics of effective learning. She gives praise and encouragement. Because of this, children are confident, motivated and actively engaged. They are well prepared for the next stage in their learning, including the move to school.

The childminder monitors the progress that individual children are making and looks closely, each term, at the stage of their development across all seven areas of learning. She then plans activities that challenge their learning. The childminder uses the progress check for children between the ages of two and three years to plan for next steps in children's learning. Parents are involved and are asked to add their comments focusing on children's strengths and what they enjoy about learning in the setting and at home. Parents know that their children are making good progress. They identify things their children have learnt with the childminder. In some cases, parents then continue with these activities and develop interests at home, such as baking and gardening. Parents let the childminder know what their children have learnt at home and share their children's current interests, for example, threading small beads while making jewellery with grandma. The childminder then provides opportunities to develop these interests in the setting. Parents communicate through written notes, emails and daily discussions. This very good communication and close working partnership means that children's needs and interests are quickly identified and very well met.

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

The childminder is sensitive to children's emotional needs and well-being. She displays a warm, caring attitude and provides a happy environment for children and their families. Because of this, children are secure and confident in her care. The childminder is well informed when children start in the setting because she takes time to collect lots of relevant information from parents. She uses this information to ensure children's emotional well-being is paramount in the setting. The childminder makes on going assessments about children's well-being. For example, at the beginning of the session children look to the childminder for support, encouragement and as a partner in their play. As the session progresses, the childminder makes well-informed decisions about the level of support she provides. Children are more engaged in independent, exploratory play. The balance between child-led and adult-led play is good. The childminder talks to parents about their child's day. This includes discussions about care routines as well as sharing information about learning and development. The childminder knows children and their families very well. This helps to support their well-being while in the setting and at home. Parents say that the childminder is very supportive and children thrive in her care. She shows understanding and provides parents with reassurance when they are experiencing difficult times.

Children are supported in developing healthy practices before snack and meal times and when using the toilet. Children follow and join in with good hygiene routines that help them to learn about and maintain healthy lifestyles. They wash their hands alongside the childminder after using the toilet at snack time, for example. Children respond well to these care routines, demonstrating that these routines are embedded within their daily experience with the childminder. Children sit in a safe place at snack time away from the kitchen. They follow safe practices, which are identified in the childminder's risk assessment. The childminder encourages children to dress themselves, using clear statements to tell them what to do next. The childminder is a good role model and is

consistent in her approach to managing behaviour. She reminds children to use manners, lets them know what is happening next, while allowing them to show preferences and make choices. Because of this, children behave well because they know and understand routines and boundaries.

The indoor and outdoor environments are welcoming. Children have access to good quality outdoor play areas. There are good resources for children to use including, bikes, cars and scooters, messy play trays, a slide, a swing and an indoor role-play area. The grassed area is used for a variety of purposes, including a home for the pet rabbit, which children help care for. This gives them a great sense of responsibility and develops their understanding of how to care for living things. Children select the resources they want to use and where they want to use them from the selection on offer. However, some resources are not always freely available, such as water for outdoor play. This means children have to ask the childminder for more water because they do not always have access to water they can collect for themselves. As a result, opportunities to further develop children's independence are sometimes missed.

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

The childminder takes all necessary steps to safeguard children and promote their welfare. Appropriate checks have been completed to confirm the suitability of all those living or working on the premises. This helps to make sure they are suitable for their roles. The childminder is confident about the actions she would take if she were concerned a child was being abused. This is because she has attended recent relevant training and understands the local authority procedure. The safeguarding policy is robust and effectively underpins the childminder's practice. Parents receive a copy of the safeguarding policy, which includes information about the childminder's use of cameras and mobile telephones. For instance, the childminder tells parents how she uses photographs that she takes on her mobile telephone and how she deletes them after use. Parents receive information about other policies when their child starts at the setting. Parents are well informed about day-to-day procedures. The childminder has a website, which allows parents to access information electronically, such as, policies, risk assessments and the latest Ofsted report. The childminder takes appropriate precaution to ensure that the environment is safe for the children. She carries out comprehensive risk assessments and action is taken to ensure that hazards in the environment or during activities are identified and minimised. Children know and understand risk assessments. For example, they know which the safe route to school is. They also follow procedures, such as walking in single file and walking away from the roadside.

The childminder tracks the educational programmes through monitoring of planning activities and provision for individual children. She draws up individual plans for children, which provide good detailed information on children's progress across all seven areas of learning, their achievements and next steps. This ensures all children make good progress. The childminder has effective systems in place to ensure that she keeps up to date with current early years practice. She occasionally works with an assistant whom she supports

well. He is encouraged to reflect on his own practice. He observes the childminder in her work with children and discusses what he has seen with her. He then puts this into practice when he is working with the children. He knows what his strengths are and uses them well. For example, he reads stories and brings them to life, and supports children in their play. Children are happy and they enjoy the time they spend with the childminder and her assistant. The childminder also works together well with the local childminder group. The group recognise areas of their practice that they want to develop and ask the local authority to deliver training to support this development. Because of this, the childminder continues to keep up to date with and develop her early years practice. She recognises the importance of self-evaluation and self-reflection and knows what her strengths and priorities for development are, and what she needs to do in order to improve. The childminder collects the views of parents and children through discussions with them. Parents also provide written feedback, which helps to shape her practice. For example, the childminder uses photographs to reflect on learning with parents. They discuss the progress children have made, celebrate what they can do now and what they have learnt. Children and the childminder reflect each week on what they have been doing, have enjoyed and what they would like to do next. This excellent self-evaluation gives everybody a voice and keeps them involved in children's learning and development. The childminder has children on roll who also attend other settings. She liaises with staff as she drops children off and picks them up at the end of their session. Information about children's care and learning is shared, so a consistent and positive experience is provided for children. The childminder also ensures that she passes on information from the other settings to parents, so they too are well informed.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY216958
Local authority	Leeds
Inspection number	872452
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	20/04/2010
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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