

Inspection date	07/10/2014
Previous inspection date	09/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 childminder is confident in her teaching and provides a good range of interesting activities for children. Consequently, children enjoy their learning and make good progress in their development.
- The childminder pays good attention to keeping children safe and to continually improving her service. As a result, children are protected well and the outcomes for their care and learning continually enhanced.
- The childminder develops warm, caring relationships with children because she gets to know them well. As a result, children separate from their parents happily on arrival, settle quickly and are motivated to learn.
- Partnerships with parents are good because the childminder works closely with them to ensure the individual care needs of children are met.

It is not yet outstanding because

- The childminder is not making best use of the opportunities for children to see how their name and photograph can be used for a purpose in their environment, for example, by displaying these above their individual towels.
- Opportunities for parents to contribute what they know about their child's learning at home are not maximised to promote an even more effective shared approach to children's learning and development.

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 had a tour of the premises and observed children in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and verified that suitability checks have been completed on all adults in the household.
- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector took account of the views of parents from written comments they have made.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter aged 16 years in the Yeadon area of Leeds. The whole of the ground floor of the home and the enclosed rear garden are used for childminding purposes. The childminder regularly attends activities at the local children's centre and toddler groups and visits the park on a regular basis with children. The childminder sometimes minds with an assistant. She takes and collects children from the local school. There are currently 10 children on roll, five of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday all year round from 7.15am to 5.30pm, except for family holidays. She holds an appropriate early years qualification at level 3 and 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:

- extend the opportunities for children to see how their name and photograph can be used for a purpose in their environment, for example, by displaying these above their individual towels, to help children further with making connections in their learning
- extend the already good partnerships with parents so they have even more opportunities to share what they know about their children's learning at home.

Inspection judgements

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

The childminder is confident in her teaching. She plans activities to meet the abilities of all the children in her care and carefully considers how she can support them to progress even further. This means children make continually good progress towards the early learning goals, and as a result, they are well prepared to move onto the next stage in their learning, such as school. The childminder gives children time to discover things for themselves and knows when to join in to extend their learning. For example, as the childminder provides children with a tray of water and various containers, she sits close by and initially lets them explore for themselves. This enables children to learn about capacity in their own way as they empty and fill containers with water. As children continue to repeat the action the childminder extends their learning by introducing mathematical language, such as explaining that their container is either full or empty.

The childminder involves parents in children's learning. For example, parents are asked to

tell the childminder what their children can do on entry, to help her establish their starting points, so she can start planning for their future learning. The childminder keeps parents fully informed of the progress their children are making in the setting through discussion and by sharing of their child's learning record. She asks parents if there are any areas of learning they want her to focus on. However, there are fewer opportunities for parents to contribute what they know about their child's ongoing progress at home in order to develop an even more cohesive approach to children's learning and development.

The childminder provides a bright and stimulating learning environment. Toys and resources are presented at children's height, which means they can freely choose items that interest them. Posters are displayed and the childminder uses these effectively to support children's learning, such as encouraging them to identify insects and count how many spots a ladybird has. However, the childminder does not always seize opportunities to display children's names and photographs for children to see how these can be used for a purpose. For example, by displaying them as a label above personal items, so children learn to associate their photograph and their written name to their own belongings. This helps children to make connections in their learning and further extends children's developing interest in print. Children's development in communication and language is significantly enhanced by the childminder. She constantly engages them in conversation as they play and successfully supports very young children to make connections between words and actions. For example, as children drop items into a water tray she emphasises the word 'splash'. The childminder asks more able children questions to arouse their curiosity, such as asking them what they think will happen if they put water in funnel. The childminder has a flexible approach to supporting children's learning and changes her teaching approach to follow children's lead during activities. This means children are supported well with shaping their own learning, and as a result, they are continually motivated.

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

The childminder forms warm and caring relationships with children. She supports new children well by providing them with home visits and settling-in visits. This means that initially children meet the childminder in a familiar environment and that parents and the childminder work together to increase the time that children spend alone in the childminder's care. This helps to ensure that the move into the childminder's care is a pleasant and reassuring experience for children and for parents. The childminder makes sure she knows children's individual needs and how to meet them through good partnership working with parents. This helps to provide children with consistent care between home and the childminder's setting, providing stability for them. As a result, children are emotionally secure. The childminder has a welcoming manner and successfully supports children to feel part of her setting. For example, she encourages those children present to greet others at the door as they arrive. As a result, children develop a strong sense of belonging and leave their parents happily to quickly choose what they want to play with.

The childminder very successfully supports children to behave well. She actively encourages children to develop their independence and to take responsibility from a very young age. For example, the childminder gives children time to try and dress themselves and provides safety knives so they can cut up their own fruit at snack time. This means children become self-reliant and behave responsibly, which further prepares them for school. Positive behaviour is reinforced with praise, which means children develop high levels of self-esteem. The childminder supports children well to learn about personal safety and how to manage risks. For example, the childminder regularly practises the evacuation procedure with children, so they know what to do in the event of a fire and explains about wiping up spills of water, so children do not slip. This further promotes children's sense of well-being.

The childminder successfully supports children to follow a healthy lifestyle. She ensures children are provided with regular outdoor activities that promote exercise, such as taking them to various parks, so they develop their coordination through using a variety of play equipment. The childminder ensures children are well-nourished because she provides them with a healthy diet. For example, she provides a cooked meal at teatime that is balanced and nutritious. The childminder is proactive and enthusiastic in supporting children to develop a positive attitude to meals times and to make healthy food choices, such as enabling children to choose what fruit they would like to eat for their snack. The childminder makes sure children wash their hands before eating and that they do this thoroughly. Consequently, children learn about following good hygiene practices in their self-care.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how to implement these in practice. For example, the childminder is confident in her responsibilities to protect children. She provides a safe and secure environment for them and fully understands the process to follow, should she have any concerns about a child's welfare. Any visitors to the setting are asked for identification and to sign their arrival and departure in the visitors' book. This ensures a full and accurate record of everyone in contact with children is in place. The childminder's husband occasionally works with her as her assistant and she has made him aware of all the policies and procedures for the service, to ensure these are understood and implemented consistently.

Partnerships with parents are good. Daily verbal and written feedback keeps parents well informed about their child's day and reassures them that their care routines are being followed consistently. The childminder also has good partnerships with the local school. For example, the childminder takes children to storytelling sessions held in the reception class in the term before they start. This enables children to meet the teacher into whose care they will move. The childminder also informs the teacher of the stage children have reached in their learning. This promotes continuity of care and learning for each child.

The childminder has a good knowledge and understanding of the learning and development requirements. She has good arrangements in place to help her track children's development to ensure they make the best possible progress. For example, from her observations the childminder clearly identifies the next steps in children's learning and uses this to inform the planning of future activities, so any gaps in children's development can be closed. The childminder is committed to extending her personal development through attending further training, identifying which courses will be of most benefit to the learning needs of the children in her care. The childminder's self-evaluation is thorough and involves the views of parents and children, gathered through regular discussion and questionnaires. Questionnaires show that parents are very pleased with the service they receive. For example, they state that the childminder is competent and knowledgeable; and has a flexible approach to meeting their care needs. The childminder has successfully addressed the recommendations for improvement raised at her last inspection and the addition of a purpose-built playroom has increased the space for children to play. It also means a greater range of toys can be set out for children, extending their choice. Plans are in place and show how the childminder intends to enhance the good quality of her service and the outcomes for children's care and learning even further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY231449
Local authority	Leeds
Inspection number	870735
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	09/02/2010
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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