

Inspection date	07/04/2014
Previous inspection date	05/11/2008

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 childminder safeguards children well in the setting because she has a thorough knowledge and understanding of her role and responsibility in keeping children safe from harm.
- Children form good attachments and bonds with the childminder. This is because she provides a reassuring, safe and secure environment and their emotional needs are effectively met.
- Behaviour is managed effectively because the childminder is a good role model. As a result, children behave well.
- The childminder has good knowledge of child development and how children learn, and uses this knowledge to plan an appropriate range of activities which are suitably challenging for the children in her care. As a result, children make good progress.

It is not yet outstanding because

- The methods used to gather information from parents about their children's starting points and aspects of their progress are not entirely effective. As a result, parents do not take a full and active role in the observation and assessment process.
- There is further scope to develop children's independence skills by providing them more opportunity to take responsibility for age-appropriate tasks.

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 learning journals and a selection of policies and procedures.
- The inspector checked evidence of the childminder's suitability and qualifications, along with arrangements for self-evaluation and improvement.

Inspector

Judith Bodill-Chandler

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 lives with her husband and three adult children in Stanningley, near Leeds, West Yorkshire. The whole ground floor of the house is used for childminding. There is an enclosed garden available for outdoor play.

The childminder takes and collects children from local schools. There are currently five children on roll, four 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 6.30pm, 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:

- establish further methods of gathering information from parents when their children start and their views and observations about their children's progress, so that they are able to participate fully in the learning assessment process and a complete picture is gained about all of the children's achievements
- provide greater opportunities for children to develop their independence skills by involving them in routine tasks, for example, when washing their hands after lunch.

Inspection judgements

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

The quality of teaching is good because the childminder fully understands how children learn. There is a good balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. The childminder follows children's interests to plan activities which lead to their next steps in learning. For example, children are interested in trains so the childminder provides different types of tracks and trains for them to play with. She extends this further by introducing books about trains. This means that children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. The childminder completes regular observations on the children. These clearly link to the areas of learning and development and have identified next steps. Children have their own individual profile where these observations and assessments are kept. The childminder has an appropriate knowledge of how to complete the progress check at age two and the need to share this with parents.

She summarises children's learning on a monthly basis, which supports her to identify next steps. Through these strategies, any gaps in learning are quickly identified and support to address them is appropriately given. 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.

The childminder's interactions are good as she engages with children, getting down to their level. Activities are effectively differentiated to meet children's different needs. For example, when working with the play dough, older children are provided with cutters and rolling pins, while toddlers are encouraged to feel and squeeze the different textures. The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of children. For example, children excitedly talk about and play imaginatively with the 'under the sea' resources which have been provided. The childminder skilfully extends children's knowledge and understanding of sea creatures as she talks to them about crabs and how they walk sideways. Children are supported well when counting, and the childminder naturally extends this further by introducing 'more' and 'less'. As a result, children confidently demonstrate their early mathematical skills. Children enjoy a range of books, which are well chosen to ignite their interest. They also enjoy opportunities to make marks using a variety of media. Consequently, children are developing the skills necessary to read and write. The childminder supports children to become engrossed in imaginative play by asking appropriate questions and providing additional resources. For example, when the train needs more fuel the childminder brings out a petrol station. As a result, children enjoy representing their own ideas through role play and their own stories. The childminder's home has a secure garden for the children to play in and opportunities for physical play are provided throughout the day.

Some parents contribute to the assessment of children's starting points. The childminder encourages parents to share information about their children's learning and development at home. However, approaches used are not always successful at involving parents in their children's learning. This means that a collaborative approach to helping children make the best progress possible is not fully fostered.

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

There is an appropriate individual settling-in process, which supports children well with their transition into the childminder's home. The childminder shares individual care information with parents on a daily basis. She ensures that there are daily opportunities for parents to verbally exchange information about updated care routines with her. As a result, children quickly feel at ease with the childminder and strong relationships are formed. Younger children visit the local primary school when they collect older children, which helps to prepare them for their own move into school. Children form good attachments and bonds with the childminder. This is because she provides a reassuring, safe and secure environment. For example, when a toddler becomes upset, she gently rocks her on her knee until she is ready to get down. As a result, children's emotional needs are effectively met.

The indoor and outdoor environment is stimulating, well resourced and welcoming. Indoors there is plenty of room for younger children to move around and space for children to work at tables and on the floor. Cosy areas allow for quieter times. There are a good range of resources, which are organised to make them accessible for children to choose from. The childminder is a good role model to the children in her care; she speaks gently and listens attentively to what children say. She reinforces good behaviour with positive praise. Strategies and approaches are put in place to support younger children's behaviour by ensuring more than one of the same toy is available. As a result, children's behaviour is managed well. Opportunities for children to develop their understanding of the importance of fresh air and exercise are promoted well. For example, children access the outdoors daily and are taken on regular outings. Children are developing their understanding of a healthy diet and foods that are good for them as snacks offered throughout the day are balanced and nutritious. As a result, children are learning about the importance of good health and a healthy diet. The childminder supports children to develop their independence skills by providing an appropriate cup and eating utensils at lunchtime so they can feed themselves. However, there is room to enhance younger children's independence skills. For example, by encouraging them to manage some of their personal care needs, such as washing their hands after lunch.

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

The childminder has a good understanding of, and therefore fulfils her responsibilities in meeting the requirements of the Early Years Foundation Stage. All adults in the home are deemed safe and suitable to be in contact with children, and Ofsted are notified of any changes, in order to safeguard children. She has a clear understanding of safeguarding procedures and understands the procedure to follow if an allegation is made against her. The childminder confidently talks about early signs of possible emotional and physical abuse and has appropriate documentation to record any concerns she has. This means that children are kept safe and their welfare is promoted. The childminder carries out daily checks to identify any potential hazards in both the indoor and outdoor environments and effectively takes action to remove them. Consideration is given to any potential risks that may be encountered on outings, and strategies are in place to minimise them. Documentation is well kept, such as the daily register of attendance and the accident and first aid administered records. As a result, children's welfare and safety are promoted well.

The childminder keeps herself up to date with current legislation and guidance through reading relevant professional literature and by attending local authority training. This develops her already good knowledge and understanding of what good quality practice and provision is. She monitors the provision by observing children closely and rotating resources she has in storage to meet their needs. Monthly summaries, which focus on children's skills and abilities, demonstrate that their progress is being monitored. As a result, any gaps in learning are quickly identified so that appropriate interventions can be sought.

The childminder aspires to improve. Recommendations from her previous inspection have been successfully addressed. She effectively identifies her own strengths and areas for

development and has plans in place to address these. Parents are informally encouraged to share their views, in order to help the childminder inform her service. Satisfactory partnerships with parents are established and they make contributions to supporting children's well-being, although sharing of information about learning is variable. Parents are suitably informed about the childminding service when children enrol. Consequently, they can make an informed choice about the children's care and education. The childminder has links with another childminder and local schools in the area.

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. 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	EY253655
Local authority	Leeds
Inspection number	860389
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	05/11/2008
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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