

Inspection date

08/05/2014

Previous inspection date

09/05/2013

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- The childminder plans interesting activities which children enjoy. Children cooperate well in their play, share their ideas and use their imaginations well, which contributes to the good progress they make.
- The childminder makes sure that children feel comfortable through her positive relationships with parents and warm, caring manner, and children enjoy her good quality engagement as they play.
- Children learn about the importance of fresh air and exercise through good access to the outdoors, which also enhances their learning.
- The childminder safeguards children well because she has an up-to-date knowledge and understanding of child protection, which contributes to helping children stay safe.

It is not yet good because

- The childminder does not maintain certain documentation in line with requirements, in order to promote the efficient and safe management of her childminding service.
- The learning opportunities presented at snack time are not fully considered.
- There is scope to enhance children's opportunities to develop early literacy skills.

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 care routines in the lounge and dining room.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of suitability and looked at a selection of policies, documentation and children's records.
- The inspector took account of the information provided in the childminder's self-evaluation document.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in the Roundhay area of Leeds. The whole ground floor of the house, the first floor bathroom and an enclosed rear garden are used for childminding. The childminder attends groups and visits local shops, the library and parks on a regular basis. There are currently 25 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates during term time only from 7am to 6pm, Monday to Friday, except for Bank Holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain an accurate record of children's hours of attendance on a daily basis
- display the certificate of registration.

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

- extend children's opportunities to develop early reading and writing skills, for example, by creating an environment rich in print and enabling children to use writing for different purposes through ready access to mark-making materials
- enhance children's socialisation and their understanding of good hygiene routines, for example, by reviewing the organisation of the snack time routine.

Inspection judgements

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

The childminder has a secure understanding of the seven areas of learning and how to support children's play. She continually observes children to identify what they know and can do, including on entry, and uses information gained from her assessments effectively to plan for children's next stages of learning. Consequently, children are making good progress in their learning and development and are provided with a good variety of activities. This includes interesting outings which expand children's learning opportunities, such as finding out about nature, the environment and the wider world. They visit farms, museums, art galleries and favourite family attractions where they can view a hot house of tropical plants, birds, fish and insects and see animals, including nocturnal creatures.

There is a continuous exchange of information about children's development between the childminder and parents. The childminder identifies with parents how they can progress children's learning together. This shared and consistent approach encourages children to make the best progress they can. The childminder clearly knows the children in her care well and notes any emerging interests. This information is used well to inform future planning and to shape activities that motivate children and enhance their learning opportunities. For example, as a result of children's interest in a particular favourite story book, the childminder takes children to see this at the theatre and lends resources to parents. Consequently, parents can foster children's early interest in print through the enjoyment of books at home.

Children are supported well in acquiring the skills and capacity to develop and learn effectively, in order to be ready to move on to pre-school and then school. For example, they have plenty of opportunities to initiate their own play as they explore their environment. Through doing so they learn skills, such as problem solving, and show good levels of engagement, for example, as they construct a train track. In addition, they express and develop their ideas while using their imagination as they hide in their pretend dark den under the table and play with small world toys, such as a rocket, play people and dinosaurs. As children enthusiastically connect the track they are closely observed by the childminder, who sensitively intervenes to offer support and extend their learning. For example, she encourages children to persevere when they come to a tricky section, such as the bridge. She explains how to change the direction of the track by changing the position of the individual pieces, supporting children's critical thinking. The childminder introduces mathematical language as she talks about the long track and uses positional vocabulary. Children calculate correctly how many pieces of track they have and use language very confidently to negotiate ideas.

The childminder's good-quality interaction complements children's learning well as she asks open-ended questions, provides good models of language and extends children's vocabulary and use of new words. Consequently, children are very confident and competent communicators, also helped by the childminder valuing their questions, conversations and suggestions. The childminder helps children to recall their experiences as they play, for example, as she talks about their train journey to York. The childminder helps children to persevere as they complete puzzles, in order to enable them to achieve what they set out to do, without doing it for them. For instance, she encourages children to find the corner pieces of the puzzle first. She then suggests to them to look for the different coloured edges and to work out where they fit by looking at how the patterns match together. Children delight in showing the childminder their completed jigsaw, clearly thriving on the delightful praise and encouragement they receive from her in response. Children are encouraged to use their imagination and develop creativity as they make pictures combining painting and drawing. They show good small physical skills as they hold the mark-making tools and ascribe meanings to the marks they make as they talk about their picture of a train track. The childminder promotes children's creativity further as she encourages children to look at the different colours they make as the different paints are mixed together. However, there are fewer opportunities for children to spontaneously make marks, use writing for different purposes and observe print in the environment, in order to fully support their early literacy skills.

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

Most aspects of safety are in place to promote children's well-being. However, some elements of record keeping are not maintained well enough to fully promote the efficient and safe management of the childminder's practice. In spite of this, children are happy and confident. They are clearly at ease as they move around the home freely and have a secure attachment to the childminder. This is because the childminder works closely with parents during the settling-in period, appropriately finding out about children's individual needs. For example, through a verbal exchange of information parents talk about home routines, especially important for babies under one year, and children's likes, dislikes and interests. This supports their move to a new and unfamiliar environment. Children's continued sense of security is fostered appropriately as they begin attending pre-school or school.

Care practices help children develop independence and enjoy their time with the childminder. Children readily choose what they want to play with and enjoy managing their own self-care skills, such as using the toilet independently. However, there is a lack of organisation to the snack time routine, in order to fully support children's social skills. This includes children not being encouraged to wash their hands before they eat, in order to learn how certain hygiene routines contribute to healthy lifestyles. Children are very sociable and benefit from attending different groups where they mix with larger groups of children. This also enables children to learn to value and appreciate the similarities between themselves and others. Children are polite and behave well because the childminder acts as a good role model and creates a relaxed environment. They respond positively to requests and are reminded about using good manners. The childminder effectively fosters children's self-esteem and confidence through meaningful praise and encouragement.

The childminder introduces a variety of healthy foods, including a daily, freshly prepared teatime meal. This encourages children to make good choices about what they eat from an early age, which helps them to learn about this aspect of a healthy lifestyle. Children's understanding is also reinforced through discussions as they make their own healthy pizzas and sandwiches. Children manage their own hydration, regularly asking for a drink when they are thirsty. Children have good access to fresh air and exercise, in order for them to develop confidence in the physical skills, learn how their bodies work and learn about taking managed risks. For example, they use indoor and outdoor apparatus as they visit local parks and play centres. The childminder reinforces their understanding of dangers and keeping themselves safe through discussions around road safety during such outings. Children know they have to hold the childminder's hand when crossing roads.

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

The childminder has a secure understanding of the learning and development requirements and fulfils her responsibilities in meeting these well. This includes monitoring the progress children are making and ensuring they take part in a broad and balanced curriculum. However, her knowledge of the safeguarding and welfare requirements is less

secure. Consequently, there are certain breaches of requirements with regard to record keeping, which also relate to the compulsory and voluntary parts of the Childcare Register. The childminder does not display her registration certificate. She does not keep an accurate record of children's hours of attendance, recording only the days that children are present on a document kept on her computer. This means she is not promoting the efficient and safe management of the childminding service, in terms of fire safety, or her ability to confirm that adult-to-child ratios are adhered to at all times. All adults in the home over the age of 16 years are vetted for their suitability, which helps to ensure that children are protected. The childminder keeps her child protection training updated. This means that she is able to identify possible signs of abuse or neglect and seek prompt advice, in line with her safeguarding policy and procedures. Appropriate risk assessments are in place to promote children's welfare indoors and outdoors. The childminder promotes this further by ensuring that she is fully aware of, and meets their specific health needs.

The childminder links with other childminders as part of her adequate arrangements for self-evaluation. In addition, she makes use of the Ofsted document to look at her strengths and areas for future development. She also attends local authority update meetings and links with her local authority advisor. However, she has not successfully identified all areas of weakness to ensure that she is fully meeting the requirements of the Early Years Register and Childcare Register. She has addressed the actions that were raised at the last inspection, and demonstrates her commitment to continuous improvement. She has improved the presentation and accessibility of toys and resources, impacting positively on children's learning and development. She is now recording the required personal details for children under the age of eight years, although she is not doing so for children on the voluntary part of the Childcare Register. Records are now accessible to confirm the childminder has a current paediatric first-aid certificate and public liability insurance, enhancing children's welfare.

Parents are appropriately informed about the childminding service, such as policies and procedures, daily routines, activities, outings and the Early Years Foundation Stage. Ongoing communication takes place through daily face-to-face exchanges, text messaging and emailing, in which parents are encouraged to express their views. This ensures that parents are continually informed about their children's care and learning, resulting in a shared and consistent approach. The childminder establishes successful links with practitioners where children attend pre-school. Consequently, there is a consistency of communication with regard to children's individual learning. This helps the childminder to gain a full picture of all of a child's achievements, in order to complement their learning fully and balance children's experiences with those in other settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- display the certificate of registration on the premises in which childcare is provided (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises (voluntary part of the Childcare Register)
- keep a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- display the certificate of registration on the premises in which childcare is provided (voluntary part of the Childcare Register).

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	EY280419
Local authority	Leeds
Inspection number	933660
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	09/05/2013
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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