

Inspection date	09/05/2013
Previous inspection date	01/02/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not organise and use toys and resources effectively. This means children cannot follow their interests, make independent choices in their play or gain confidence in leading and sustaining their own play and learning.
- The childminder does not ensure the required information is obtained for all children in her care and that this is easily accessible and available. This means she is unable to manage her service efficiently and ensure the welfare requirements and children's needs are consistently met.
- The childminder is unable to demonstrate that she has a current paediatric first aid certificate. This means she does not meet the required qualification requirements.
- Self-evaluation is not fully effective. The childminder has identified areas for development but she has not addressed these. This means continuous improvement is weak.
- The childminder is unable to demonstrate that she meets the requirement to have valid public liability insurance in place.

It has the following strengths

- Children develop positive relationships with the childminder. This means they are happy and settled in her care.
- Children have opportunities to take part in activities in the local community, which helps them to gain confidence in socialising with other adults and children outside their

normal childcare setting.

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 playing in both rooms and the outdoor area.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of documentation, including children's learning records and registration forms.

Inspector

Diane Turner

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 her son aged 16 years in a semi-detached house in the Roundhay area of Leeds. The whole of the ground floor of the childminder's home, the bathroom on the first floor and enclosed garden are used for childminding purposes.

The childminder regularly attends activities at the local toddler group and visits the shops and park on a regular basis with children. She collects children from the local school, nursery and pre-school. There are currently 19 children on roll, of whom five are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday all year round from 7.30am to 6pm, term time only.

What the setting needs to do to improve further

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

- improve the presentation and accessibility of toys and resources; to ensure children can follow their interests and gain confidence in leading and sustaining their own play and learning
- ensure the following information is recorded for each child that is cared for; full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child) and which parent(s) and/or carer(s) the child normally lives with
- ensure records are easily accessible and available to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met
- ensure evidence of a current paediatric first aid certificate is available, to meet qualification requirements.
- ensure public liability insurance is in place.

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

- develop self-evaluation to ensure areas identified for development are addressed in order to drive improvement.

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

The childminder is not confident in providing an organised and stimulating learning environment for children. She has a wide range of toys and resources but these are not used effectively to support children's learning. Some items are available for children to play with in the lounge, however, they are not matched to the age and stage of development of children attending the sessions. For instance, interactive toys with buttons and flaps aimed at very young children are provided for two and three-year-olds. This provides very little challenge for children's learning, which means they soon become disinterested in the activity. The majority of toys are stored in the dining room in boxes on shelves that are out of children's reach. This means they are unable to independently decide what they want to play with and follow their interests. The childminder does sometimes lift boxes down for the children to access but the contents are a haphazard mix of unrelated items, which provides no structure for children's play. For instance, pieces

from several jigsaws are stored in one box. The childminder provides some support for children as they attempt to use these. For example, she encourages them to turn the pieces face up so they can see parts of the picture. She shows them how to turn pieces around to fit to encourage their problem solving skills and spatial awareness. However, children soon become frustrated as they try to find the pieces they need, and as a result, they lose interest in the task. This means they are not supported effectively in becoming active learners who show sustained thinking skills.

The childminder gathers sufficient information when children start, in order to understand what they can already do. A number of children have scrapbooks that contain photographs of activities they have enjoyed and include comments of what they have achieved. These are shared with parents and inform them of the activities that the childminder provides. The childminder is beginning to identify children's next steps in their learning, however, she does not make sure resources and activities are readily available to support children in achieving these. This means they are not fully supported to acquire a substantial range of new skills, to support them in their future learning and prepare them for when they move onto school when the time comes.

The childminder supports children's communication and language skills appropriately. She engages them in conversation and encourages their thinking skills by asking them to recall what they have seen on visits and outings. For instance, one child talks about seeing butterflies and monkeys at a nearby attraction. She encourages children to sing familiar rhymes and she regularly takes them to visit the library for storytime. This helps them to develop their listening skills. However, books are not readily available for children to access independently in the home to support and extend a love of reading and stories further. The childminder supports children's mathematical skills appropriately. For example, she hides clothes pegs in the garden and encourages children to count how many they have found.

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

The childminder does not have evidence to show that she has a current first aid certificate. This means that she is unable to demonstrate that she has kept her knowledge up-to-date with regards to the treatment of injuries in the event that a child has an accident. This compromises children's well-being and safety. Children's transition into the setting is supported appropriately. They are offered settling-in visits so they can become familiar with their new surroundings and get to know the childminder. Children are happy in the setting; they move around confidently and ask the childminder for support when required. Consequently, they feel safe and secure in her care. Children enjoy regular outings to places in the local community and further afield. For example, they attend several local toddler groups where they socialise with other children in preparation for going to nursery and school. They travel by train and bus to attractions, such as museums and public gardens, which helps to support their understanding of the world.

Children are supported appropriately in understanding their personal needs and how to manage them, which is encouraged by the childminder. For example, she makes sure they wash their hands after coming in from outdoor play. The childminder provides varied

meals for children to encourage them to eat healthily. She ensures they have daily access to outdoor play so they benefit from fresh air and physical exercise. For example, she takes them to the local park to use large play equipment. They have some opportunities to run around in the garden and to develop skills in using balls as they kick and throw these. However, some balls are not maintained in a good condition. This means children are not able to use the range of different sizes effectively.

Children develop an appropriate understanding of how to keep themselves safe and follow safe practices. For instance, the childminder practises regular fire drills with them and discusses how to cross the road safely. The childminder encourages children to play together by initiating games, such as musical chairs and acknowledges their successes with praise. This helps to raise their self-esteem. However, children do not develop independence in their play as they are unable to access toys and resources easily.

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

Leadership and management are weak. The childminder is not managing her service well enough to ensure that all legal requirements of the Statutory Framework for the Early Years Foundation Stage are met. For example, information, such as the name, address and date of birth is not recorded for each child that is cared for. Documentation is not organised effectively to ensure it is readily available. For instance, on inspection the childminder was unable to find her first aid certificate. This means she does not know when the qualification was undertaken, or the date on which it expires. Consequently, she does not know if her practice is up-to-date in regards to dealing with accidents and administering appropriate first aid. In addition, the childminder was unable to find her public liability insurance certificate. On checking with her insurers, she discovers appropriate insurance is not in place. However, she did renew this immediately.

The childminder has addressed the recommendations raised at her previous inspection and is able to discuss her strengths. She knows where her weaknesses lie but she does not have a clear plan of how these will be addressed. This demonstrates that she is not sufficiently ambitious about improving the quality of her provision and enhancing the outcomes for children's care and learning. The childminder has created appropriate relationships with parents. She lets them know of her plans for the week, such as any visits and outings she will be taking children on, via e-mail. She has daily discussion about children's activities at collection and is flexible and accommodating to parent's care needs.

The childminder maintains a safe environment for children to play because risks are minimised effectively both in the home and on outings. For example, children do not enter the kitchen when the childminder is cooking. On outings children are taught to cross the road safely and pushchairs are used with younger ones, so they stay close to the childminder. Venues, such as parks are checked for hazards before children use these. The childminder has attended safeguarding training and has an appropriate understanding of what to do if she has concerns regarding a child's welfare. However, resources are not organised effectively to support children's independent play and learning. The childminder

has a large number of older children on roll who attend before and after school for short periods of time. This means the space they have to play is sometimes reduced. Suitable arrangements are in place to ensure drop off and collection times to and from school are managed appropriately. For instance, children walk in pairs and established procedures are in place for crossing the road. Those over eight years of age can play outdoors independently but are always within sight or hearing of the childminder. Older children's care does not currently impact on the care of those in the early years age group as most are not present at the same time.

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:

- ensure a record is kept of the following: the name, home address and date of birth of each child who is looked after on the premises and the name and home address of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- ensure an appropriate first aid qualification is held (compulsory part of the Childcare Register)
- ensure a record is kept of the following: the name, home address and date of birth of each child who is looked after on the premises and the name and home address of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- ensure an appropriate first aid qualification is held (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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	917786
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	01/02/2011
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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