

Inspection date	07/05/2014
Previous inspection date	19/04/2010

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

- Children make good progress in their development because the childminder provides them with a good range of learning experiences, both inside and outside the home environment.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met.
- Children have consistent boundaries and routines. This means they know what is expected of them, and as a result, they behave well.
- The childminder has a good understanding of her role in keeping children safe and appropriately manages any issues as they arise.

It is not yet outstanding because

- There is scope to further improve relationships with local schools to aid children's transition when the time comes.
- There is further scope to make greater use of parents' updates, in order to enrich the activity planning.
- Although a wide range of resources are available outdoors, there are fewer opportunities for children to explore their imagination and creativity.

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 checked evidence of suitability checks carried out for all adults within the home, and the childminder's self-evaluation and development plan.
- The inspector had a tour of the childminder's home, including kitchen, garden and play areas.
- The inspector sampled children's progress records and a range of documentation, including safeguarding policy and procedures, accident and medication records.
- The inspector observed the childminder caring for and playing with the children.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Allerton Bywater, Castleford. The two rooms on the ground floor and the rear garden are used for childminding. The family has a dog and two cats as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 6am 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:

- extend working relationships with local schools, in order to fully support children's transition to the next stage of learning, to enhance continuity of care and learning
- enhance the use of updates from parents about their child's learning and development at home, to enrich the planning of activities further
- extend opportunities for children to access more imaginative resources outdoors, such as role play and creative experiences.

Inspection judgements

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

Children make good progress because the childminder uses practical teaching methods and follows children's interests. She has a good knowledge of the Early Years Foundation Stage. Therefore, she plans activities and provides resources that promote children's development in all areas of learning. She collects a wide range of information from parents and uses this well, to assess children's starting points and inform the initial planning. The childminder observes children as they play, assessing this information and using it to develop their next steps, and inform the daily planning. She knows when to join in to extend their ideas and help them solve problems, so they learn to think critically. For instance, when a child tries to complete a puzzle, the childminder gives him time to work out the problem for himself. When the child is not able to do so, the childminder sensitively explains that pushing the pieces together will help them to join. The child takes this information on board, working with the childminder to complete the puzzle. The child's success is fully acknowledged by the childminder. This means children continually develop

new knowledge and learn to adapt their play, so they do not become unduly frustrated. The childminder's good communication with parents means that they have opportunities to share daily news about their children. However, she does not always make full use of all updates from parents about how their child has been learning and developing at home. Consequently, she does not always include this extended range of information to enhance her planning.

There are a wide variety of resources, such as books, puzzles, small world toys and construction toys. Children choose which toys they wish to play with, and the childminder encourages them to tidy away unwanted toys. This helps them to develop their confidence and independent choices in play. The childminder provides physical activities, such as encouraging young children to feed themselves and join in action games. During the summer months the childminder has access to a swimming pool and is a qualified swimming teacher, and with parental permission teaches the children to swim. Children have the opportunity to use the secure garden area to have the opportunity for fresh air and using the outdoor resources. For example, children use swings and a slide to develop their physical skills and begin to take small risks. However, there is scope to improve the use of the outdoors for the children through exploration of creative and imaginary activities. The childminder extends children's knowledge about the environment through walks and by visiting different places in the local community, such as the library, parks and local farms. This means that there are plenty of opportunities for the children to see and mix with other children. Overall, children are well equipped with the confidence, knowledge and skills necessary for their future learning.

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

Key aspects of children's well-being are good. Their emotional development is well promoted because they have strong relationships with the childminder. Children are happy, confident and show pleasure in their play because they are cared for in a warm and welcoming family home. The childminder is affectionate, caring and kind, and children confidently climb on her lap for reassurance or to share a book. Children soon settle into her care because she has effective systems to support this. Families are invited to get to know each other by visiting the childminder's home. This gives the children chance to become familiar with the childminder and the environment before being left in her care. In addition, the childminder works very closely with parents to understand children's routines and care needs. As a result, children settle well as they move from their home to the setting. The childminder supports children by being caring and affectionate with them, for example, by talking to them softly. The children demonstrate that they enjoy the company of the childminder, as they include her in their discussions and take toys to share with her. Children are well supported in understanding how to manage their own behaviour. They are offered clear and consistent explanations about this, and are encouraged to share and be considerate towards others. As a result, children's behaviour is good. She promotes their independence and well-being by providing good routines and activities that encourage self-help skills, such as putting on their coats and shoes before they go outside, and washing hands before meals and after using the toilet.

Daily checks are made to ensure the environment and resources are safe. The childminder

reflects on and monitors her practice to ensure the safety of the children. Risk assessments are in place and are updated appropriately including those for outings, activities and the outside area. Children learn about the importance of healthy lifestyles as they enjoy the meals provided and choose their daily snack. They spend time in the fresh air and enjoy regular exercise on walks and at the park. The childminder helps children to learn how to keep themselves safe, by setting a good example herself. For example, she recognises risks on the walks and takes appropriate steps to keep children safe.

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

The childminder manages her service efficiently. For example, clear policies and procedures are in place that set out her responsibilities for promoting children's safety and welfare. All required documentation is kept up to date, stored and organised securely, to maintain confidentiality. She is secure in her knowledge of safeguarding and confident in what action she must take to protect children if she has concerns about a child's welfare. The childminder ensures that all people who have regular contact with the children have a Disclosure and Barring Service check. She shows all relevant documentation to parents to keep them fully informed of all adults in the home. The childminder checks all visitors' identification, which means there is no unauthorised entry to the premises. Risk assessments ensure children are cared for in an environment that is clean and well maintained. Appropriate action is taken to minimise any risks, which means children are safe and accidents are kept to a minimum. Daily registers with hours of attendance are kept, and parents sign accident and medication forms when needed.

The childminder monitors and evaluates her professional development effectively. She uses self-evaluation to reflect on her strengths and areas for improvement, in order to move her service forward. The childminder seeks advice from the local authority as necessary and regularly discusses good practice with other childminder. She uses publications from professional childcare organisations to ensure her knowledge of childcare issues is up to date. As a result of this, she has recently improved the quality of her observations of children's learning, to clearly show what they have achieved and link them to the characteristics of effective learning. This, alongside a 'tracker' sheet, enables the childminder to effectively monitor the development of each child and ensure there are no gaps in children's learning. This means children are supported well in reaching their full potential. Parents are appropriately informed about the provision, in order to make an informed choice about their children's care and education and ensure a consistent approach. For example, the childminder shares her policies, procedures and details about additional aspects of her provision, upon children's enrolment. She keeps parents updated on what their children do through daily friendly exchanges, when they drop off or collect their children. The childminder has a suitable awareness of partnership, working with other professionals if she should be required to do so. Links have been made with the local school to prepare for transitions for some of the children. However, there is scope to extend these links in order to fully support children's transition to the next stage of learning and enhance continuity of care and learning.

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	EY294728
Local authority	Leeds
Inspection number	820127
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19/04/2010
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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