

Inspection date

07/03/2013

Previous inspection date

29/04/2009

The quality and standards of the early years provision

This inspection: 3

Previous inspection: 3

How well the early years provision meets the needs of the range of children who attend 3

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 is satisfactory

- The childminder is friendly and caring. This means children feel happy and secure.
- The childminder regularly meets up with other childminders and visits exciting and interesting places. This means children have opportunities to find out about the world, keep fit and learn to get on with other children.
- The childminder provides a safe environment. She makes daily checks using effective risk assessments that she regularly reviews. This means children are safe in her care.

It is not yet good because

- The childminder does not consistently plan activities around what she notices children like doing and what they already can do. This means she does not always provide activities and resources that fully match children's needs.
- The childminder does not assess children's development accurately enough to make sure they make expected progress. This means she does not always quickly identify situations where intervention may be needed.
- The childminder does not exchange enough information with parents about children's learning and development, to make sure children's learning is supported well in both her setting and at home.
- Some resources, for example, books and creative media, are not easily accessible. This means children have fewer opportunities to develop an independent approach to learning and to make good progress towards some early learning goals.

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 the childminder play with the children and talked to her at convenient times throughout the inspection.
- The inspector looked at children's assessment records and a range of policies and other records.
- The inspector viewed the areas of the premises that are used for childminding.

Inspector

Caroline Midgley

Full Report

Information about the setting

The childminder was registered in 2004. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 10 years, in a house in Bramley, Leeds. The whole of the ground floor, bathroom on the first floor and an enclosed part of the front garden are used for childminding. Access to the provision is via steps to the main entrance. The family has fish as pets. The childminder attends a toddler group and activities at the local children's centre. She visits local shops, parks and play gym on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- closely observe children to see what they like doing and what they can do and use this information to assess children's development and plan future learning opportunities, so children make appropriate progress in all areas of learning
- accurately monitor children's progress in all areas of learning, to quickly identify all situations where intervention may be needed, to ensure children meet the early learning goals
- exchange information with parents about children's learning and development, to make sure children's learning is supported well, in both her setting and at home.

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

- provide more opportunities for children to make independent choices. For example, provide a range of books for children to select and handle themselves and provide resources, such as paint, glue, string and a range of interesting papers, so children can discover inventive ways to use media and develop their creativity.

Inspection judgements

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

The childminder understands that children learn well through exploring their environment and playing with other children. She meets up with other childminders to do exciting and interesting activities. For example, they regularly visit a play-gym and local tourist attractions. This means children have opportunities to find out about the world and local community, have exercise and learn to develop relationships with other children.

The childminder allows children time to explore their interests. For example, they enjoy playing with dustbin wagon that makes exciting noises and flashes its lights as the children operate it by pushing buttons. This helps children develop an understanding of technology. The childminder's quality of teaching is satisfactory, she talks to children as they play, praising and encouraging them to explore and think what is happening. This increases their vocabulary, confidence and self-esteem. She encourages them to share and take turns which helps learn how to cooperate with other children. The childminder sings number rhymes and songs to help children express themselves through music and learn skills, such as counting and subtraction. However, she does not provide children with a suitable range of books that they can select for themselves. Therefore, children do not have many opportunities to develop an interest in books, or learn to handle them carefully. There are also too few accessible, creative resources, to allow children to freely explore and experiment, in order to develop their expressive arts and design skills.

The childminder is experienced and has a general understanding of the skills children should acquire as they develop. She uses this understanding to provide resources and activities that are 'age-appropriate'. However, she does not closely observe children to see what they like doing and what they can do, or use this information to assess their development accurately and plan future opportunities. This means activities and resources do not always fully match children's needs and sometimes do not offer sufficient challenge. As she does not accurately monitor children's progress in all areas of learning, she cannot quickly identify all situations where intervention may be needed, to ensure children meet the early learning goals or are fully ready for school. The childminder generally works well with parents. She discusses what children have done on a daily basis. However, because does not accurately assess children's progress in each area of learning she cannot work effectively with parents, in order to fully support children's learning, both in her setting and at home.

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

The childminder is friendly and experienced. She encourages parents to visit with children and then leave them for short periods, so they can all get to know each other before the children are left at the setting for longer periods of time. This means there is a smooth transition from home into the childminder's care and helps children feel happy and secure. The childminder is a good role-model. She has clear expectations of children's behaviours and manages these appropriately so children learn what is expected of them. The childminder encourages children to wash their hands before eating. However, children do not have enough opportunities to make free choices. Therefore, there is scope to develop children's self-esteem further as they are less well prepared for their next stage in learning.

The childminder provides a warm, comfortable, light environment for children to play and relax. The equipment and resources are safe and are generally appropriate to meet the needs of the children attending. They are clean and well maintained. However, the resources are not easily accessible to children. For example, most of the limited number of books and are not freely accessible for children to choose for themselves and creative resources are also not freely available on a regular basis. This hinders children's independence and they do not make rapid progress.

The childminder promotes children's good health by offering a variety of food, such as toast, cereal, sandwiches, scrambled egg on toast, fruit and yoghurt. Therefore, children learn about choosing and eating healthy foods. She provides drinks of milk or water. The childminder ensures that children have daily fresh air so they learn about the benefits of exercise. The childminder provides a safe environment. She has written risk assessments that consider dangers in her home, both indoors and outdoors, and she checks these on a daily basis to ensure children can learn to take risks as they play, in a safe environment. The childminder generally works well with parents. She discusses what children have done on a daily basis and provides them with information about eating healthily. This helps support children's learning and health.

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

The childminder is an active member of a childminding group and is supported by the local authority childminding officer. This helps her keep up-to-date with some developments in caring for young children. For example, she has asked for advice on completing the progress check at age two. The childminder has made satisfactory progress in meeting the actions set in the last inspection. Her policy and practice for managing medicines is now good and her garden is secure. However, she has made less progress in ensuring she provides experiences that are appropriate for each child's stage of development.

The childminder has a basic understanding of the learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage and is becoming familiar with the new documents. She provides children with activities and opportunities that help them make satisfactory progress towards the early learning goals. However, she does not monitor her provision effectively enough to make sure she is fully meeting the needs of all children. This means she cannot identify all circumstances where interventions are needed to ensure children make progress in their learning.

The childminder shares information with parents on a daily basis. This includes information about children's routines and the activities that they have done during the day. She also provides a learning journal that contains information about children's activities. However, insufficient monitoring means parents are not clear about their children's progress. This makes it difficult for parents to seek advice from other professionals, should their child not make expected progress. The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how

these relate to children's care. She has clear written procedures and promotes children's health well. She is qualified in paediatric first aid. This means children are safe and feel secure in her care.

The childminder has good links with the local school. Children regularly go with her to take and collect older children to and from the nursery and the school. The childminder also takes children to events at the local school and takes the children to look around the school before they start. This means they are very familiar with the building and the staff. This helps children settle into nursery or school quickly and their progress towards the early learning goals is not interrupted.

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	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	EY295959
Local authority	Leeds
Inspection number	820147
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	29/04/2009
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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