

Inspection date	14/01/2013
Previous inspection date	17/03/2009

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

- The childminder's good understanding of how children learn and develop supports children in making continued progress in their learning and development. Children engage well in play and the childminder skilfully interacts with them to extend their learning.
- Children have a very warm relationship with the childminder, her family and with each other. This helps children settle easily and feel comfortable, safe and secure.
- The childminder fully understands how to safeguard children's welfare. Very good arrangements are in place to ensure children are only collected by those persons authorised by their parents. This ensures children are kept safe and secure at all times.

It is not yet outstanding because

- The childminder provides fewer opportunities for children to explore different media and experiment with colour during creative activities.
- The childminder has not fully considered different ways of accessing additional training in order to continue to enhance her professional development.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main downstairs rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at the children's learning journeys, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of written references from parents.

Inspector

Linda Filewood

Full Report

Information about the setting

The childminder was registered in 2005. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged five and nine in Bramley, a suburb of Leeds. All of the ground floor and first floor bathroom are used for childminding and there is an enclosed garden for outdoor play. The family has a rabbit.

The childminder attends a toddler group and some activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently four 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 6pm on a Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop the educational programme for expressive arts and design by providing children with more opportunity to experiment with colours and marks using a wider variety of materials
- consider different ways of accessing further training in order to enhance her knowledge and gain an expert understanding of the revised 'Statutory Framework for the Early Years Foundation Stage'.

Inspection judgements

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

The childminder is an experienced practitioner whose good understanding of how children learn and develop supports all children well. She discusses each child's stage of development on entry to the setting with parents so that she is fully aware of the support they may need, especially across the three prime areas. The childminder routinely observes and assesses each child's progress to enable her to successfully plan for their future development. Children make expected progress towards the early learning goals because the childminder capably identifies their individual learning needs. She offers appropriate challenge and encouragement during activities, which are tailored towards children's individual interests. Children engage well in play and are very keen to take part in all the activities on offer. This encourages them to become active learners. Parents are pleased with their child's development and the amount of information the childminder shares with them. They act on the information about activities that their children enjoy in order to continue their learning and enjoyment at home. For example, by obtaining play equipment, such as a play kitchen, parents are able to extend children's enjoyment of imaginative play at home.

A well thought out daily routine supports children's all round development very well as it includes a good balance of adult-initiated and child-led activities. Children enjoy plenty of resources that promote their imagination and physical skills well. For example, a young child pretends to feed her baby, rocks her gently and then put her in a pushchair to take her for a walk. The childminder supports young children very well in becoming confident speakers. She listens carefully to what they are trying to tell her, repeats any unclear words so that they learn the correct pronunciation and praises their responses. As a result, young children are beginning to successfully put more than two words together, such as 'I've found it' when searching for a missing jigsaw piece in the toy box. However, although children enjoy creative activities using crayons and paint, the childminder offers them fewer opportunities to gain confidence when exploring different media and experimenting with colour, to extend their creative skills.

Children enjoy developing their social and physical skills during visits to local amenities, such as toddler groups and play gyms. As a result, they are developing in confidence and self-esteem. This prepares them well for school as they become familiar with playing and cooperating within larger groups of children. The childminder has improved the outdoor space that children use by adding a covered area. Children are now able to enjoy playing in the fresh air, even when the grassed area is too wet to use. The childminder encourages children to dress themselves ready to go outside and, as a result, they are becoming independent in their self-care.

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

Children play well together, demonstrating the good relationship between them. They sit next to each other on the floor to play and one helps the other to complete their jigsaw, showing good relationships and consideration of others. Children are comfortable in the childminder's home and have good relationships with the childminder's family. Young children are confident in asking the childminder for support and take her hands to guide her to join in their play, showing the secure relationships they have with her. The childminder provides a stimulating environment which motivates children to learn. The good range of well-maintained resources and equipment is well displayed at floor level, enabling children's free choice of play. This helps to build children's confidence and independence. Children share the resources successfully with each other and respond well to any gentle reminders by the childminder. They behave very well and respond happily to the childminder's encouraging interaction and praise.

The childminder has a good awareness of health and safety, and encourages children to be aware of their own hygiene and recognise potential dangers. For example, she explains to young children why they must not free their arms from the safety straps in the pushchair and reminds older children to flush the toilet after use. As a result, children are learning to travel safely and maintain good personal hygiene skills through everyday routines. The childminder promotes the children's good health by ensuring that children enjoy a varied and nutritious diet, including fruit and vegetables. The childminder works very well with parents to meet the children's individual needs. Parents comment that they are very confident that the childminder understands their child's dietary requirements. Drinks are readily available for the children throughout the day to keep them well

hydrated.

The childminder successfully supports children to settle into her provision and also make the transition to school. Parents are offered a flexible settling in period so that children become comfortable before being left with the childminder. Well-established partnerships are in place with the local school and pre-school. Additionally, younger children become familiar with the daily school routine as they enjoy taking and collecting their friends from school. Discussions about starting school offer further support to children so that they happily anticipate the event.

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

Children play in a safe environment with good security measures in place to safeguard them. The childminder organises the childminding areas within her home well so that children have plenty of room to play and a quiet place to rest. As a result, they are able to enjoy their play safely, freely and independently. Regular checks of the house, equipment and garden by the childminder and her good supervision of children help ensure they are safe and well protected. Children's welfare is safeguarded as the childminder has a secure understanding of safeguarding procedures. She is aware of signs for concern and the procedures to follow, should she have a concern. The childminder shares her child protection policy with parents to inform them of her responsibilities to maintain their child's welfare. She further ensures children's safety by ensuring that she only releases children to persons nominated by their parents.

The childminder confidently assesses and monitors children's progress during their time with her. She uses clear, regular observations effectively to support and extend children's individual learning priorities across all areas of learning. As a result, all children make continued progress, in relation to their starting points. The childminder is proactive in ensuring good partnership arrangements are in place with other settings children also attend. This provides children with good continuity of care and learning within a supportive environment. The childminder has undertaken further first aid training to maintain her qualification and keep children safe since the last inspection, but has not accessed any further training recently. Regular contact to share best practice ideas with other childminders contributes well to improving her understanding of the revised 'Statutory Framework for the Early Years Foundation Stage'. However, she has not been proactive in seeking any further means of support to extend her present understanding, to enhance opportunities for children's learning even further.

The childminder effectively evaluates her provision and fully recognises the need to maintain continuous improvement to enhance the care children receive. She has a clear understanding of her strengths and identifies areas for further development within her provision. The childminder includes the views of parents and children to support her in recognising ways to improve activities and her service. Good partnership working with parents significantly supports children's well-being. Parents comment very positively about the care their children receive. Regular sharing of information with parents means that children's needs are well met and parents are fully engaged in their child's learning and

development. The childminder has successfully addressed the action and recommendations made at the previous inspection. This has improved children's safety and enhanced her knowledge of each child's development on entry so that she can plan effectively for their continued progress.

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. 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	EY312362
Local authority	Leeds
Inspection number	820404
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	17/03/2009
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 that are usually their 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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