

Inspection date	09/04/2013
Previous inspection date	05/12/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	Met
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 demonstrates a limited knowledge and understanding of the learning and development requirements. As a result, experiences provided are not sufficiently planned or challenging to ensure children make suitable progress.
- Parents are not provided with information about the childminder's requirement to support children's development through the Early Years Foundation Stage. Information about children's learning in the setting and at home is not shared between the childminder and parents. Consequently, children's progress is ineffectively supported and parents are not fully involved in their child's learning.
- The childminder's knowledge of the safeguarding and welfare requirements is too weak to ensure children are fully protected as she does not take into account the use of mobile telephones and cameras within the provision. Some required records such as those to record medication administered to children, do not contain accurate or sufficient information.
- Self-evaluation does not focus on areas which need improvement and the parents have not been included to enable them to share their thoughts and views. There is no monitoring of the educational programmes. As a result, continuous development of the provision is weak.

It has the following strengths

- Children are at ease in the childminder's care as they have positive relationships with her; this results in them feeling secure and happy.

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 and children in the living room, the kitchen and the back garden.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's documentation and training certificates.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 12, eight and two years, in a house in Oakwood, on the outskirts of Leeds. The ground floor of the home and the rear garden are used for childminding.

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

There are currently two children on roll, of whom one is in the early years age group. Children attend for a variety of sessions. The childminder provides care for children who have English as an additional language. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve knowledge of the learning and development requirements in order to provide challenging and enjoyable experiences for children by: using robust observations and assessments of children's learning to identify their next steps; using information from assessments to plan for individual children, taking into account their interests and stages of development
- involve parents in their children's learning by: keeping them up to date with their child's progress and development; encouraging them to share their views about children's starting points; seeking to provide support of children's ongoing learning and development at home
- provide parents with information on how the Early Years Foundation Stage is being delivered
- make sure required documentation is appropriately maintained, for example, medication records and ensure the procedures for safeguarding children cover the use of mobile telephones and cameras within the setting.

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

- implement effective systems for self-evaluation in order to accurately identify areas for development; monitor the educational programmes and the assessment of children's learning; put in place an action plan for improvement and seek the views of parents and children
- improve opportunities for children to use their home language in their play and learning.

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

The childminder has a very limited knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She is not aware of what children can and cannot do because she does not observe and assess children's progress. Therefore, she is unable to ascertain what level they are at across the seven areas of learning. This means that, although the childminder provides a range of activities, these do not offer appropriate challenge for the age and stage of the children's development. The activities do not match the needs of the children and they

make insufficient progress overall. Children's learning cannot be consolidated and extended effectively because the childminder has no knowledge of their starting points in learning. This means that the childminder does not prepare children well for their next stage in learning. The childminder shares some information with parents about their children's care and daily activities, through discussion and a written diary. She also shares some photographs she takes of the children. However, she is not sharing information about children's learning or encouraging the parents to contribute and share information about their child's learning at home. This means that the childminder cannot gain an overview of children's learning in order to plan appropriately challenging experiences and parents do not have up-to-date information about their child in order to extend learning at home.

The childminder provides a basic range of resources which she places on the living room's floor, enabling young children to make some independent choices about their play. Toys are rotated by the childminder giving some variation in opportunities, however, there is no planning for the activities and toys provided. Consequently, children's learning is incidental and they do not have the opportunity to fulfil their potential in readiness for school. The childminder is beginning to develop children's language and communication skills as she looks at a range of picture books with them. She names the animals in the pictures and encourages the children to copy the words and the sounds they make, for example, 'dog' 'woof woof'. The childminder concentrates on speaking English to children who speak this as an additional language to support their learning, however, there is little opportunity for children to recognise and use their home language in their play and learning.

Children's individual creativity is basically supported through some opportunities to paint. The childminder provides ready-made paint pallets and, for the younger children, passes them a brush with the paint on, enabling them to make marks on their paper. More able children use water to mix their own paint on their brush. The childminder provides some opportunities for younger children to develop their physical skills. For example, they enjoy trying to kick and throw the large soft ball when playing in the garden. The garden area also provides a level space for them to practise their walking skills and they particularly seem to enjoy sitting on the rocking horse.

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

The childminder gathers some information from the parents about the children's likes, dislikes and routines, although this focuses on the general care of the child and not their learning and development. The childminder is happy to provide settling-in visits for children and their family to enable her to provide a suitable transition for children from the care of their parents. Children are familiar with the routine and are able to make some of their own choices for play as they select from the accessible resources put out by the childminder and some additional play equipment in the cupboard. They are becoming more independent, as younger children are beginning to feed themselves with finger food and regularly visit the local school and nursery to collect other children. This helps the childminder in beginning to prepare the children for experiences at other settings. However, the childminder's lack of understanding about the areas of learning, in particular the prime areas, has an impact on life skills that children are acquiring for the future.

The childminder provides a range of meals and snacks containing fruit and vegetables. She ensures children have regular drinks of water and milk to enable them to remain hydrated throughout the day. The childminder is aware of children's individual dietary needs and meets these, working in partnership with the parents. Children benefit from opportunities to develop physically. The childminder provides time each day for children to play in the garden which helps to support their good health through fresh air and exercise. Additionally, visits to toddler groups support children to make relationships with their peers and begin to develop their social skills.

Children form close relationships with the childminder and the other children in her care, ensuring that they are happy and settled. The childminder joins in with the children's play encouraging them to share and take turns with resources. She develops children's understanding of how to keep safe through her conversations and reminders. She has installed some safety equipment, such as a stair gate, and she practises the emergency evacuation drill with the more able children.

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

The childminder has failed to meet a number of the legal requirements of the Statutory Framework for the Early Years Foundation Stage. Her limited understanding of the learning and development requirements results in the poor monitoring of children's progress and her inability to identify any gaps in learning. The childminder does not monitor and evaluate her practice. She is not reflecting on or recognising the strengths and weaknesses in her provision or seeking the views of parents and children to support her in this process. Consequently, she is unable to identify priorities for improvement and take action to target them.

The childminder has some knowledge and understanding of the procedure to follow if she has a safeguarding concern and she displays Ofsted contact details for parents and carers. However, she has not considered the use of mobile telephones and cameras in her safeguarding procedures. Also, the childminder does not maintain sufficient or accurate information in some of her documentation, for example, an entry in children's medication records does not record an accurate date of administration. Therefore, she has failed to meet some safeguarding and welfare requirements, as well as a requirement for the compulsory and voluntary parts of the Childcare Register, which does not ensure children are protected. Visual daily risk assessments are carried out by the childminder to ensure that any hazards are minimised.

The childminder provides some basic information for parents about her provision and offers daily verbal and written feedback to inform them about their children's welfare and care. A few photographs have been taken by the childminder and shared with the parents to enable them to see some of the activities their children engage in. The childminder discusses how they like to see their child enjoying the toddler group. However, parents are not encouraged to contribute their knowledge and observations of their children's capabilities, skills and understanding, in order to support the childminder in consistently

assessing children's progress. The childminder has not yet been required to establish any working partnerships with other early years settings or professionals involved in supporting children's care and education.

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 record of medication administered, to include the date of administration (Records to be kept)
- keep a record of medication administered, to include the date of administration (Records to be kept).

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	EY348634
Local authority	Leeds
Inspection number	888324
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	05/12/2011
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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