

Inspection date	14/02/2013
Previous inspection date	25/05/2012

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 are happy and secure in the setting. They show strong levels of attachment and interact well with the childminder and her assistant.
- The childminder provides stimulating and fun activities for the children. She has a secure knowledge and understanding of how to promote and complement children's learning and especially their language and communication.
- The childminder supports children to become independent individuals who learn how to behave, the importance of leading healthy lifestyles and keeping themselves safe.
- The childminder has a detailed self-evaluation form in place which monitors and evaluates her practice in order to promote continuous improvement.

It is not yet outstanding because

- Information sharing with parents about their children's learning at home is not fully effective, to enable the childminder to use this information to sharply focus planning for children's future 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
- 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 was shown around the premises to see the areas used for childminding.
- The inspector observed children playing with the good selection of resources and taking part in a variety of activities.
- The inspector looked at children's records and their individual learning records.
- The inspector talked with the childminder throughout the inspection and looked at documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2011 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, nine and two years in a house in Morley on the outskirts of Leeds. The whole of the ground floor and the rear garden are used for childminding. The family has rabbits 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. She collects children from the local schools and pre-schools.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder has a registered assistant. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification in childcare. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop arrangements for encouraging parents to share information about their children's learning at home, to enhance planning for children's future development.

Inspection judgements

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

The childminder is well organised and provides a welcoming and educational environment which supports children well. This helps prepare children for their next stage of learning, such as going on to reception class and helps them to make good progress in their learning and development. The childminder has a good level of awareness of how to recognise children's individual needs and abilities. Children have access to a very good range of toys and activities to ensure they are stimulated throughout their day.

Children's communication and language are promoted well as the childminder holds conversations with the children. She encourages them to choose a book from the large selection. The children go to the cosy area and sit and listen to the story about the different colours and also animals. Children respond well and are keen to tell the childminder about the grey dinosaur and the different colours that express our feelings.

For example, children tell her that blue is for being sad. This also helps children to learn about different colours. Children are keen to put on their aprons and begin to confidently pick up the large paintbrushes. They pick out the heart shapes and paint these ready to complete their Valentines card. This helps to develop their art and design as well as recognising different celebrations. The childminder challenges children well as she introduces different foam shapes and numbers and children recognise the number six and paint the foam and print it on the paper. This promotes children's recognition of numbers and shapes. Children get opportunities to promote their physical development through regular trips to the local parks and music and movement in the home, and in the well labelled and resourced outdoor area of the home. Children get good opportunities to bake, make their own play dough and develop their manipulative skills as they mould the dough and use cutters to make different shapes. Children's technology skills are promoted well with mechanical toys that they push around while pressing the buttons and listening to the noises and sounds they make. They also use their imagination well in the dark tent and have access to torches that flash and make different colours as they shine them.

The childminder records detailed observations in children's profiles, which are supported with lots of photographs and also their own art work. These are all clearly linked to the areas of learning, and include the individual child's age banding, their starting points and next steps. The childminder's planning is very flexible in order to meet all the different needs and stages of development for children and includes both long and short term planning. She also completes individual assessments and summaries for children. This ensures that children's progress is well documented. The childminder keeps parents well informed of their children's learning, through daily diaries and verbal feedback. However, information on how children play and learn in the home is not used effectively to help the childminder build on this to promote continuity of learning and developmental progress.

The childminder completes the Early Years Foundation Stage progress check at age two and gives good explanations to parents, ensuring they have a good awareness of how their children are progressing within the prime areas of learning and development.

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

Children are very happy and content and thoroughly enjoy their time with the childminder. She is sensitive and caring and fully supports children in forming strong, secure and emotional attachments which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. The childminder fully embraces and recognises the individuality of every child which ensures they feel respected, valued and promotes their sense of self-esteem. Children settle very well into the provision because the childminder finds out about their individual likes, dislikes, interests and care routines from parents. She follows a settling-in process which is flexible to meet children's and parents' needs and helps ease children's transitions into her care.

The very good provision of healthy and nutritious meals and snacks, planned effectively in the weekly menu, accessible drinks and extensive opportunities for fresh air and exercise

fully promote children's all-round good health. For example, children receive daily opportunities to play out in the well-resourced garden, where they play with the footballs. They also walk to and from schools where they call in at the local parks. The children additionally learn about a healthy lifestyle by being encouraged to wash their hands, using flannels and individual towels and they all have their own clearly identifiable drinking cups. This help to prevent cross infection. The childminder displays informative and child friendly hand washing posters around the home to support this.

Children's safety is of priority. For example, children practise fire drills, and on the way to school, the childminder talks about looking and listening for cars, prior to crossing the road. The childminder also ensures that when out walking children all wear hi-visibility jackets and she has all their emergency contact information to hand. The childminder gives clear explanations to children when in the home about how to keep safe. For example, children watch a dvd on road safety and are encouraged to help tidy away the toys before getting any more out, in order to prevent accidents. This develops children's awareness of safety and ensures a very safe environment.

The children's behaviour is good, the childminder sets clear boundaries, encouraging children to share and take turns. Children respond very well to gentle reminders of how to be polite and say thank you and please. For example, when having snacks, children say please and thank you to the childminder and offer snack to their friends. The childminder is a very positive role model for children, consistently praising and encouraging the children building on their self-esteem in a child orientated, well-resourced and fun environment.

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

The childminder has a good understanding of how to protect children, and she recognises that this is her first priority. She is vigilant and has a good awareness of the signs and symptoms of possible abuse and knows the appropriate procedures to follow should she have concerns about a child in her care. She also insists that all visitors complete a signing in and out book, to further protect children in her care. The childminder ensures she regularly attends safeguarding training, to update her knowledge and understanding in this area. Priority is given to ensuring that children remain safe in the childminder's home. An effective range of safety devices, such as a sited fire blanket, kitchen cupboard locks and smoke alarms are fitted. The childminder undertakes effective risk assessments to ensure hazards are minimised, in the home, outside and for all outings undertaken. This enables children to feel at ease in a safe environment.

Children are cared for in a safe environment both within the home and outside. For example, when transporting children in the childminder's car, all children have their own car restraints and these are approved by parents. The childminder also seeks parental written permission for children to travel in her car. The childminder works occasionally with an assistant and ensures she only leaves them with the assistant for a short period of time and with parents written permission. This ensures children's safety is paramount at all times.

The childminder has formed strong relationships with parents and they are kept well informed of their children's progress and day. They receive newsletters and detailed daily diaries, which parents can also contribute to telling the childminder what they have eaten and how they have slept at home. Parents also send in completed questionnaires all of which are very positive, explaining how much their children enjoy coming to the childminder's home. This contributes to effectively meeting children's individual needs and those of parents.

The childminder has completed a comprehensive self-evaluation form, and this shows her commitment to her childcare. She has identified her strengths one being that she has completed a qualification in childcare. The childminder also recognises improvements within the setting through the accessing of further training in connection with the Statutory Framework for the Early Years Foundation Stage. This ensures she has a strong and positive awareness and commitment to provide a good provision for children and parents.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. There is a rigorous system in place to observe, assess and monitor each child's progress, which ensures children make good progress towards the early learning goals.

The childminder has a good understanding of the importance of working in partnership with others involved in children's care and learning and to liaise with them closely. She has developed good links with nurseries and local schools that children attend. This promotes continuity of care and education for children in her care and supports them in times of transition.

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	EY436173
Local authority	Leeds
Inspection number	902427
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	25/05/2012
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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