

Inspection date

Previous inspection date

21/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are cared for in a warm and welcoming environment. They are settled and form close relationships with the childminder, consequently, their care needs are suitably met.
- Children's language development is given priority with confident and skilful practices from the childminder to support new vocabulary and activities provided to build children's confidence in communication skills.
- The childminder has an appropriate knowledge and understanding of how to promote the learning and development of young children. She provides children with a balance of interesting weekly planned play opportunities and experiences, which cover all the seven areas of learning.

It is not yet good because

- Children's progress across all seven areas of learning in relation to their age and stage of development is not fully assessed and their starting points are not clearly identified.
- Limited information is shared with parents to enable them to become more involved in their child's learning in the setting or share what their children are learning at home.
- Parents and children are not fully included in the self-evaluation process, to ensure the setting meets the needs of all the users.
- Children are not fully protected from cross-infection, especially during nappy changing procedures and when drying their hands.

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 children playing in the lounge, outside and in the kitchen.
- The inspector completed a joint observation with the childminder.
- The inspector toured the areas of the home accessed by the children.
- The inspector looked at the children's learning journeys and some documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, nine and two years in Crossgates, on the outskirts of Leeds. The whole of the ground floor 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 and collects children from the local schools and pre-schools.

There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates from 7am until 8pm, Monday to Saturday, except for family holidays and bank holidays.

What the setting needs to do to improve further

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

- obtain information from parents relating to their starting points and use this information to assess each child's progress across all seven areas of learning in relation to their age and stage of development
- ensure that hygiene practices with regard to children's hand washing and nappy change routines are fully implemented to prevent cross-infection.

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

- improve ways in which parents and carers can be fully involved in their child's learning and development, enabling them to fully support children's learning at home
- implement more thorough and focused self-evaluation, which includes the views of parents and children and strengthens the links between identified priorities and plans to secure continuous improvement.

Inspection judgements

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

Children are cared for in a welcoming environment, where they are comfortable and secure in the care of the childminder, enabling them to form close bonds and attachments with her. The childminder has begun to implement the areas of learning into children's learning records by observing children as they take part in activities. She identifies the area of learning that it is related to the observation and recognises children's next steps. However, the childminder does not include precise assessments of the children's stage of development and starting points are not clearly identified. This is because she does not find out from parents what their child can do before they start at the setting in order to plan for each child's learning.

Children access a suitable range of age appropriate toys and resources, which are enjoyed by children. Their literacy skills develop appropriately through accessing a suitable range of age-appropriate books. Children choose a book and sit with the childminder and look at the pictures of the different animals. The children pull the flaps of the book to show how the animals move and together with the childminder's support they name them. This promotes children's understanding of literacy and language as they repeat words said by each other and the childminder. They also talk about where the animals live and children tell the childminder about the giraffe that lives a long way away and point to its 'very long' neck. Children get excited as they go out into the garden to water the plants and vegetables they are growing. They independently turn on the tap and fill their own watering cans up saying, 'mine is very heavy' demonstrating children's understanding of weight and size. The childminder talks to them about how the chillies and tomatoes are growing and tells them how they will cook with them. This promotes their understanding of the world around them and healthy eating as she explains how good they are for you.

Children access the suitable range of labelled resources and reach for the train track. Together they build the track and turn on the trains and watch them go round the track. Children eagerly pick up the trains as they fall off and try to independently place them back on asking for help when they keep falling off. The childminder shows the children how they can put the train back on. She encourages the children to draw pictures and shows them the different paper they can have and gives them opportunities to hold different size pens and crayons. Children draw pictures and tell the childminder and inspector that they have drawn pictures of their daddy. This raises children's self-esteem as they are proud to talk about their own families and also develop their expressive skills. These activities satisfactorily prepare children for their future learning.

Satisfactory relationships are built with the parents and they share information daily. The childminder informs parents about the children's learning records when they first start. However, the childminder does not always encourage parents to share what their child can do at home in order to contribute to planning for their child's learning. This does not fully promote parents' involvement in their child's learning. The childminder completes the progress check at age two, taking account of children's development in the prime areas and ensuring that parents are provided with a written summary.

The childminder has suitable links in place with local schools, for when the children are ready to make the transition to school. She is aware of sharing children's learning records with them to ensure the continuity of learning for children as they progress to school.

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

Children are happy and confident in the care of the childminder. They involve her in their play and enjoy lots of cuddles and sharing toys with her. Younger children are able to settle quickly in the safe, secure and caring environment. The childminder invites parents and children to do settling visits before they start with her and she gathers information about their care needs. This helps to make separation from the parent easier and builds on children's confidence.

The childminder gives priority to the children's safety, ensuring that hazards are minimised. A fireguard is in place in the lounge and an evacuation plan in place, which is practised regularly with the children. Children are encouraged to tidy away the toys after finishing playing with them. This helps children to learn about staying safe through not leaving toys around to fall over. The childminder ensures that when she is out and about with children they are supervised at all times. For example, when out at child-orientated groups and also when collecting other minded children from school, they are always with her. This ensures children are always safe and protected.

The childminder is a good role model when implementing behaviour procedures. She encourages young children to say please and thank you and gives clear explanations to the children about the importance of sharing. She has a written behaviour policy in place, which she shares with parents to ensure that they work together. Indoors children are offered exercise through dancing to the music. They also receive lots of fresh air through having regular access to the outside area, where they bounce on the trampoline, play outdoor games and ride the bicycles. The childminder also ensures that they get further exercise through walking to local parks, places of interest and daily walks to schools and other child play areas. This helps children to learn about the importance of a healthy lifestyle.

The childminder teaches older children to wash their hands after meals and wipes their noses frequently with disposable wipes. However, prevention of cross-infection is not fully implemented as a changing mat is not used when changing nappies and the childminder does not wash her hands between changing nappies of different children. The children also share a towel when drying their hands in the toilet. This means children's good health is not assured. The childminder ensures children learn about nutritious food through being offered snacks of fruit, cheese and crackers and healthy lunch time meals. They are also able to access drinks of water and juice in their own drink bottles throughout the day. This ensures that children are kept hydrated and begin to understand about healthy eating.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She has started to use a self-evaluation procedure and has acknowledged some areas of improvement. For example, she is looking to complete an early years qualification at level 2, to enhance the service she provides. However, the views of parents and children are not sought in order to fully secure continuous improvement and promote children's care, learning and development. The childminder is beginning to monitor the educational programmes she provides for the children, ensuring they have a varied range of experiences to help them make progress towards the early learning goals.

The childminder demonstrates a sound understanding of the signs and symptoms of abuse, and procedures to follow should she have any concerns. She ensures that all relevant telephone numbers are readily available. This helps to protect children well. All required policies and procedures are in place. Written risk assessments and regular daily checks of areas and equipment that children access are completed and recorded, which minimises risks to them.

The childminder works with parents verbally to ensure their requests and children's care needs are met. Daily verbal discussions keep parents informed about the children's day and what they have done. For example, where they have been and how their day has been at the childminder's. The childminder also has good understanding of the importance of working with external agencies and already has suitable transition procedures in place, when children go on to school. This helps to ensure continuity of care.

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	EY436317
Local authority	Leeds
Inspection number	923949
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	not applicable
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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