

Inspection date

Previous inspection date

19/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has a good understanding of child development and has organised her learning environment with a good range of age-appropriate toys and equipment to support children's learning. She has also developed her understanding of the prime and specific areas of learning to implement the educational programme into the next steps in children's learning.
- Babies have developed a strong bond with the childminder and are happy and settled. Parents also have a good relationship with the childminder. They are constantly involved in their children's learning and work with the childminder to support their child's development.
- Babies enjoy a range of activities during the day. Their development is supported by various resources to promote their physical development. Babies also enjoy close contact with the childminder and go to her for cuddles and support when they are tired, showing they feel secure.

It is not yet outstanding because

- On some occasions young children do not have enough time to independently explore new toys at see how they work.

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 children at play in the lounge.
- The inspector observed the children during snack and lunch time.
- The inspector looked at children's assessment records and documentation.

Inspector

Thecla Grant

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged three and two years in the Rodley area of Leeds, close to shops parks and local transport links. The childminder uses the whole ground floor of the house and the rear garden for childminding purposes. She attends a childminder group and visits the local shops and park on a regular basis.

There is currently one child on roll in the early years age group who attends for a variety of sessions. The childminder operates all year round from 7am to 7pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- enhance the balance of child-initiated play to improve opportunities for young children to explore new toys and their environment.

Inspection judgements

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

Children enjoy a good range of activities that offer realistic challenges for them to remain motivated to learn and find things out for themselves. For example, young children show curiosity as they explore the musical instruments. They use their sense of taste to explore the maracas and then move on to engage in play with the mechanical toys by attempting to press the buttons. This means young children are beginning to learn about the world around them. Ongoing assessments are used to record observations of the children and plan for the next steps in their learning. The childminder also utilises the arrangements in place to monitor children's developmental progress well. This means that gaps in the children's development are easily identified and acted upon.

The childminder has a good understanding of the seven areas of learning. She makes sure the educational programme is positively reflected in her learning environment and that children have good opportunities to develop their confidence and express themselves as they explore their surroundings. Young children excitedly press the buttons and other objects on the mechanical activity set and express delight at the effects that their action causes. Children also have opportunities to mark make and explore a wide range of media such as, potato play with various food colours. This means that children have opportunities to become involved in activities and experiences to develop their learning. However, at times the childminder involves herself in young children's play too frequently, and does not give them enough time to find things out for themselves by exploring the toys provided.

Systems in place for parents to become involved in their children's learning are good. For example, they are encouraged to comment in the assessment book and share their ideas of what activities they would like to see provided. The childminder constantly gives feedback on their children's day and records their daily activities. These are displayed so that they are easily accessible for parents to see what activities their children have done during the day. This means that parents gain an understanding of what their child can achieve and continue their learning at home.

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

The childminder provides a warm and welcoming environment with a good variety of resources to support babies in their play and learning. Bonds developed with the babies are strong. They like to know where the childminder is at all times and only leave her side to access toys for short periods of time. As a result, the childminder stays close by to provide a secure presence.

Young children enjoy playing parachutes with the childminder and constantly attempt to support themselves in standing. They are also beginning to know the routine of the setting and crawl to the childminder when they see their highchair set out for snack time. During this time, the children enjoy practising to feed themselves with the finger foods provided. After meals children know they have their hands and faces wiped. This means that young children have a well-established routine and are developing an understanding of health and self-care.

The childminder is vigilant with regard to promoting a safe environment. She risk assesses her home daily to ensure all safety procedures are in place. As a result, she has thrown away broken toys and makes sure choke hazards, in the form of smaller toys, are inaccessible to children. This means that young children's safety is effectively promoted.

Young children are very well prepared in the next stages of their learning because the childminder supports their development well. She uses the local community to support children's learning by accessing playgroups, shops and parks. She also extends her knowledge of childcare by joining a childminding support group based in the local primary school. The support group is also used to promote children's social development. This means that children are well supported in developing skills they will need in transitions to other settings, such as school.

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

The childminder has a good understanding of her responsibility to implement the educational programme into her setting. She uses the 'Development Matters' guidance to monitor children's development effectively. The childminder shows a good commitment to improving her professional development by attending various training courses and workshops. For example, she has attended an information session about the two-year-old check and safeguarding training. This means that the childminder is well prepared to protect children and support their learning.

The childminder has a secure knowledge and understanding of safeguarding issues and procedures. She has devised a clear policy to protect children and inform parents of her responsibility within this area of childcare. The childminder constantly evaluates her setting to make sure she is providing a safe environment for the children. Through this she has successfully identified risks and taken appropriate steps to reduce them. This means that children are safe at the setting.

The childminder has developed partnerships with the local authority and the local childminding group to support children's learning. She has developed good partnerships with parents through finding out information about their children. As a result, parents update the childminder with new foods that their children have tried. Further to this, when children first attend the setting the childminder encourages parents to share what they know about their child's development and uses the information successfully to plan their development from their starting points. This means that parents are well supported and confidently share information about their children to promote their welfare and learning.

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	EY444638
Local authority	Leeds
Inspection number	800546
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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 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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