

Inspection date

Previous inspection date

21/01/2013

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	2
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 effectively met.
- The childminder's home is suitably organised so that children freely access a sound range of toys and resources which help them to make progress in their learning and development.
- Children regularly visit local community groups and play areas where they join in physical activities and socialise with children of a similar age. This helps to prepare them for school and develop new relationships.

It is not yet good because

- The childminder is not consistently using information gathered from parents about children's starting points to plan for their learning from the onset of care. The tracking of some children's development is in its early stages and therefore a clear picture of their stage of development is not in place, to enable effective planning for their next steps in development.
- The childminder is not using self-reflection and evaluation to fully identify strengths and weaknesses in her practice or to enable the parents to share their thoughts and views.
- Partnerships with early years providers are not fully established to ensure children's learning and development are complemented and supported between settings.

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 the childminder and children in the kitchen diner and play area.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at the childminder's documentation including policies, training certificates and children's learning records.

Inspector

Lindsay Dobson

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 husband and two children aged three and seven years in a detached house in the Roundhay area of Leeds. The childminder uses the whole of the ground floor and the spare bedroom on the first floor for childcare purposes. The rear garden is fully enclosed for outdoor play. The family have a pet cat.

The childminder runs and attends a mums and tots group and she also takes the children to a childminding group. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, two are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. The childminder is open all year round from 7.45am to 6pm from Monday to Thursday, except for family holidays.

What the setting needs to do to improve further

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

- assess each child's starting points consistently and use information gathered from parents to plan for children's ongoing development from the start of the care arrangement. Develop further the use of tracking and assessment of children's development to ensure an accurate understanding of children's learning styles and levels of achievement.

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

- develop the use of self-reflection to target improvements for the future and to seek and include the views of the parents
- enhance partnerships working with other early years providers to ensure children benefit from continuity in their learning and development.

Inspection judgements

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

The childminder is developing her knowledge of the seven areas of learning and provides a sound range of activities that capture children's interests and holds their attention. Conversations during activities and routines help to foster children's communication skills. For example, the childminder explains and demonstrates how children can use the tools to mould and shape the play dough as they decide to make a cake. She uses clear explanations to enable the children to roll the dough, making it 'flat' so it will fit into the cake tin. Children demonstrate they are able to count by counting the pieces of play dough they place into the tin. The childminder extends children's thinking appropriately by asking about the colours of the dough and what flavour cake this might represent.

Together, the childminder and children decide it might be a chocolate and banana cake which evokes giggles from the children as they place pieces of brown and yellow dough into the tin. The childminder recognises that one of the children's main interests is in looking at books and provides a suitable selection for them to choose from. Children enjoy the closeness they have with the childminder as they sit together and the childminder reads poems about snowy weather which is of particular interest to the children as they have been building snowmen in the garden. The children and childminder talk about the poem and the childminder asks the more able children suitable questions to develop their thinking. Children respond by telling the childminder what they made with the snow at home over the weekend.

The childminder plans activities that she knows will interest the children and which she links to their identified next steps in learning. For example, an adult-led activity for more able children to draw and copy letters to develop the recognition of the letters in their names, is enjoyed by some children who spend extended periods of time. The childminder further supports this play by providing children with some magnetic letters they can use to make their names, she offers additional support as this is needed. Younger children are included as they are given a scribbling board to make their own early marks and to engage them in developing their hand and eye coordination. Children are also able to choose their own activity and follow their own interests. For example, they choose to look in the dressing-up box and select outfits and shoes to wear.

The childminder has started to compile a learning record for each child. She is in the early stages of her childminding practice, and therefore, these records are still developing. The childminder is recording observations of what the children can do and uses photographic evidence to support the variety of activities they participate in whilst they are in her care. Possible next steps are identified and the childminder is beginning to use these in her future planning of activities. Parents are asked to add their comments to a monthly summary the childminder produces which enables them to make a contribution to the learning record. However, the childminder is not making effective use of children's starting points, to plan for their initial learning from the onset of the care arrangements, therefore, not fully supporting their progress. The tracking and assessment of some children's development is in its infancy, so a clear picture of their learning styles and development is still emerging.

The childminder provides for children's personal, social, emotional and their physical development suitably. She spends her time developing close bonds with the children to ensure they are happy, settled and confident in her setting and they are provided with daily opportunities for fresh air and outdoor play. In the local community the children visit toddler groups and the local childminding group where they are able to develop their social skills and make relationships with their peers. This supports children to acquire the skills they need to be ready for the next transition in their learning and prepare them for school.

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

Children are developing good relationships with the childminder. They settle quickly, form secure attachments and are happy and content in her care. Young children benefit from familiar routines that are consistent with their experiences at home, which helps them feel secure. The childminder is caring and attentive to their needs, which fosters their emotional and physical well-being. Children go to the childminder readily for a cuddle when they feel tired, or to share a toy or a book. They begin to learn the expectations of the setting and the childminder's gentle guidance and encouragement helps them to behave well.

The childminder checks the home on a daily basis to make sure all areas are safe for children to play. For instance, safety gates are in place to restrict children's access to the first floor and main doors are kept locked with keys available nearby ensuring adults cannot enter the setting uninvited. The childminder makes sure that a good range of toys and play materials are available which are age and stage appropriate for the children, and organises them in a designated play area to enable children to easily help themselves. This helps children grow in their confidence and independence. The childminder involves children in fire drills and talks to children about road safety when away from the setting. She reminds young children to play properly with the toys explaining any possible consequences and they are reminded to help to tidy away the toys when they have finished playing. This helps children learn about risks and how to keep themselves safe.

Children's health is well promoted. Children are learning about a healthy lifestyle as they are provided with free access to drinks throughout the day and engage in daily outdoor activities, such as playing in the park and walking to and from school. They benefit from varied, healthy home-cooked meals and snacks that meet their nutritional needs. They enjoy fruit at snack time and chicken and vegetables for their evening meal. Older children attend to their own personal care needs in the ground floor bathroom whilst the childminder has implemented thorough nappy changing procedures for babies and younger children. The childminder ensures she understands all children's individual needs and provides a fully inclusive service. For example, she has developed her knowledge of supporting and providing for children with specific food allergies and administering appropriate medication to ensure these needs are fully met at all times.

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

The childminder has a sound understanding of the safeguarding children. All required documentation is in place to support the efficient management of her childcare service and it is suitably organised. The childminder has a clear understanding of her responsibilities towards the children in her care and she knows what to do if she has child protection concerns. The childminder has attended a local authority safeguarding course to ensure she is up-to-date with current legislation and procedures.

Although the childminder is in the early stages of providing care to children she is familiar with her responsibilities in relation to the safeguarding and learning and development requirements. She has a sound understanding of how children learn, and is starting to monitor her educational programme for children and their ongoing assessments. However

these are not fully effective currently in supporting children to make good individual progress.

Parents have good relationships with the childminder. They have access to a detailed range of policies which are provided at the start of the care arrangement. The childminder shares information daily through conversations at the start and end of the day and through text message. This ensures that parents are informed about their children's welfare each day. However, partnerships with other providers of the Early Years Foundation Stage have yet to be fully established to ensure there is continuity in children's learning between each setting.

The childminder is keen to develop her provision and talks enthusiastically about this. She has started to complete a self-reflection sheet provided by the National Childminding Association and has identified some of her strengths and some possible areas for future development. However, this is in the very early stages and although the childminder has identified some areas for development she has not implemented a clear improvement plan or consulted the parents to actively involve them and take account of their views. Since she started childminding, she has made some improvements that have had a positive impact on children's well-being. For example, the childminder has adapted the use of her home to provide a more appropriate sleep area to meet with children's individual needs.

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	EY448682
Local authority	Leeds
Inspection number	807416
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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