

Inspection date

Previous inspection date

09/10/2012

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 well settled in the friendly and welcoming environment. The childminder demonstrates a positive attitude to providing an inclusive environment. She is willing to attend specific training and link with other professionals to meet children's individual needs.
- There is a suitable range of resources made available to children. The childminder displays a selection for the children to freely access. This satisfactorily promotes free choice and independence.
- The childminder shows an appropriate understanding of how to promote children's health and safety. She supervises them at all times and ensures relevant safety equipment is in place. This reduces the chance of accidental injury occurring.

It is not yet good because

- there are few opportunities provided for children to enhance their skills in relation to expressive arts and design.
- there are few resources to raise children's awareness of the wider community.

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 activities in the childminder's living room.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector held discussions with the childminder and observed her interaction with the children.

Inspector

Cathryn Parry

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner who is also registered as her assistant, and two children aged seven years and 23 months. Her home is situated in the residential area of Leeds in West Yorkshire. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder has completed first aid and child protection training. She attends toddler groups on a regular basis. The childminder currently has two children on roll. Both are in

the early years age group and attend for a variety of sessions. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She receives support from the local authority.

What the setting needs to do to improve further

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

- develop the educational programme for expressive arts and design and understanding of the world further by; providing more opportunities for children to explore different materials and resources and sensory experiences to enable children to explore colour, texture and space providing more resources to promote children's understanding of the wider community.

Inspection judgements

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

The childminder's knowledge of how to promote children's learning and development is satisfactory. She implements this knowledge appropriately to encourage children to make progress in each of the areas of learning. The childminder plans activities around themes, satisfactorily considering children's interests and capabilities. She is developing learning journeys, which include observations and highlight the next steps in the children's development. The childminder also completes tracking sheets to monitor children's achievements, taking into account their starting points. She has only been caring for children for five weeks, consequently systems are still in their infancy. However, it is evident that children are making some progress, particularly with regard to communication and language.

Children are settling well into the childminding setting and demonstrate a sense of belonging. They are forming friendships with their peers and are appropriately supported by the childminder to play cooperatively, take turns and share. The garden is not suitable for children to access. However, the childminder ensures children enjoy daily visits to the local park. Here they can use large equipment, such as swings and slides to enhance their physical skills. Children freely access a basket of books and are keen to share their favourite stories. This is encouraged by the childminder, who nurtures their enjoyment of the written word and promotes their language skills. Visits to the local farm, where children can stroke the horses and watch the chickens, promote children's understanding of the natural world. Plans show that the childminder is preparing to celebrate different festivals with the children, including Christmas and Chinese New Year. However, there are

fewer resources showing positive images of people from different cultures or those with disabilities. This impacts on raising children's awareness of the wider community. Children enjoy using their imaginations. An example of this is when they pretend to make a cup of tea using the play kitchen. They also have fun as they dance to the music when watching cartoons on the television. However, there are fewer opportunities for them to explore colour, texture and space through a wide variety of materials, resources and sensory experiences. This impacts on them enhancing their skills in this area of their development. A selection of sorting, matching and sequencing activities are provided to satisfactorily promote children's mathematical skills.

There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners, to enable her to complement and extend activities. She is starting to encourage parents to be involved in their children's learning and development. This includes giving them the opportunity to add to their children's learning journeys. Consequently, they are also becoming familiar with the Early Years Foundation Stage and the areas of learning.

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

The childminder's partner is registered as her assistant. However, she is the key person for the children in her care. She is approachable and has a caring disposition, which contributes to children feeling secure. The childminder nurtures children's behaviour and good manners appropriately as she reminds them to say please and thank you. She has not yet had to facilitate the smooth transition for a child from her setting to school. However, she demonstrates a suitable understanding of the importance of how to handle this to ensure a child settles quickly.

The childminder provides regular meals and snacks for the children. These include fruit, biscuits, pasta dishes and roast beef dinners. Consequently, children are suitably nourished. She satisfactorily promotes children's understanding of simple personal hygiene practices, for instance when cleaning their hands before eating breakfast. The childminder's flexible routine incorporates time for quiet play and rest, which enhances children's well-being. Their knowledge about personal safety is encouraged appropriately. Examples of this are when the childminder reminds them not to jump on the settee in case they fall and to be careful not to slip on the wooden floor. This contributes to children developing a sense of danger and how to stay safe. The adequate range of resources is clean and appropriately maintained. Consequently, children are able to explore and play safely.

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

The childminder has a satisfactory understanding of her responsibilities in meeting the learning and development and the safeguarding and welfare requirements of the Early

Years Foundation Stage. She has attended relevant safeguarding training and demonstrates a secure understanding of associated issues. Consequently, children are protected well. She carries out risk assessments to reduce the risk of accidental injury appropriately. The childminder is happy to attend a selection of training to further develop her childcare knowledge.

The childminder is aware of the importance of partnerships with others to enable her to enhance opportunities for children's learning and development. She is developing good relationships with parents. She speaks to them on a daily basis to ensure they are informed of the experiences their children have enjoyed and if there are any concerns. This satisfactorily promotes continuity of care and learning opportunities.

The childminder is motivated to continue to improve the service she provides. Due to the short period of time she has been caring for children self-evaluation systems are in their infancy. Parents are asked verbally for their thoughts on the provision. This enables the childminder to tailor the service she provides to those currently attending. Written feedback sheets are being developed to use as the childminder becomes more established. The childminder reflects on her practice and sees her main strength as being the safe welcoming environment she provides. She is also realistic about areas for improvement, for instance she highlights the refurbishment of her garden as being a priority. Systems for recording and assessing children's progress are also being reviewed. Consequently, she is able to gain support and attend relevant training to enhance her practice.

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	EY438676
Local authority	Leeds
Inspection number	789952
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
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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