

Inspection date	04/02/2013
Previous inspection date	03/11/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder's procedures for safeguarding children are not sufficiently robust to promote children's safety. This is with particular regard to children being left unattended in a vehicle at school collection times.
- The childminder does not build on her self-evaluation to include the views of parents and children, to further assist in identifying areas for further improvement.

It has the following strengths

- The childminder has a warm and affectionate approach with children, which means that they feel content and settled in her care. She helps children to be independent, behave appropriately and she encourages them to manage their own personal needs.
- A good variety of resources are available, enabling children to engage in some free play activities. As a result, children are developing their confidence and ability to make independent choices.
- Children's language development is given priority with confident and skilful practices from the childminder to support new vocabulary and help children to build confidence in communicating.

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 lounge and kitchen and looked at photographs of children engaged in activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at some of the childminder's documentation such as policies and procedures, including safeguarding.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged 13 and 5 years in a house in Middleton on the outskirts of Leeds, West Yorkshire. The whole of the ground floor of the home is used for childminding and the back garden is available for outdoor play.

The childminder attends toddler groups, the library, the children's centre and meets with

other childminder's. She visits the shops and parks on a regular basis and takes and collects children to and from school and pre-schools.

There are currently eight children on roll, five of these are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30 to 6pm, all week, except for bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- ensure that procedures for safeguarding children are robust and safe, with particular regard to carrying younger children in the car when collecting children from school.

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

- build on the self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements of the Statutory Framework for the revised Early Years Foundation Stage. Her knowledge of child development is good and she knows how to effectively support children through active learning and exploration. She provides good challenging activities and play experiences to enable children to make good progress and reach the expected levels of development.

Each child has their own learning records, which include their starting points, next steps and clear observations that are linked to the areas of learning. The records contain photographic evidence of children taking part in a range of activities. The childminder completes planning taking on board children's own interests and also their thoughts and ideas. She implements these and adapts the activities to interest and challenge the children. For example, children play with the tea set making cups of tea for the

childminder who asks the children to count the cups and asks questions 'have we got enough for everyone' to which the children match the cups to the people present. This helps to develop their mathematical skills and extends the activity.

Children have opportunities to develop their imagination as they dress up in different dresses and climb into the sit and ride car and pretend to going shopping. The childminder gives children opportunities to develop communication, language and literacy skills, as they access a variety of books. The children choose the books that have compact discs to accompany them. They place the discs in the machine and listen to the story and explain how 'Cinderella' is their favourite story as they sit together talking about the pretty dresses and the 'lovely' prince. Children learn to socialise as they attend different child orientated groups, such as toddler groups. They also access a rear garden where they bounce on the trampoline and climb up the large wooden climbing frame which helps develop their physical skills.

Parents are appropriately informed about children's learning and development. The childminder collects information about children's starting points, when they first begin with her. She encourages parents to regularly contribute to the children's learning records, explaining what activities they do at home. This ensures that children are appropriately challenged in their learning and promotes continuity of care and development.

The childminder has suitable links in place with the schools that children attend and she regularly shares the children's learning records with them, in order to ensure continuity of learning and development. This helps them to make a smooth transition on to their next setting.

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

The childminder warmly welcomes children into the setting and they confidently separate from their parents. She knows children's individual needs and forms a close bond, which means children are content and settled in her care. The childminder provides a suitable range of toys and activities which children can access easily and independently. In supporting transitions and preparation for the next stage in their learning, the childminder regularly takes children to the local toddler groups and also to the local schools. By mixing with their peers and other adults, children are provided with opportunities to develop their confidence and social skills.

The childminder encourages children to follow suitable hygiene routines. For example, they learn to wash their hands after toileting and before they eat. The childminder promotes children's self-care by encouraging them to help prepare their lunch, for example, by making their own pizzas. Children are developing a suitable understanding of healthy lifestyles. For example, they are able to choose their own snack from the range of fresh fruit on offer. A menu of all meals is displayed for parents to see, so they know what their child is eating. The childminder takes children on regular walks and to the park where they benefit from fresh air and enjoy opportunities to exercise and develop their physical skills.

Children take part in regular fire drills to help them learn about keeping themselves safe in an emergency. They learn how to safely cross the road as they look for cars. However, in light of a recent incident children are not learning about staying safe as they are left unattended in a vehicle, when the childminder collects children from school.

Children learn how to behave and play cooperatively with each other because the childminder encourages them to share toys and explains to them about acceptable and non-acceptable behaviour. The childminder works with parents to ensure any behaviour management issues are handled in a consistent manner and that she works with them, following the behaviour policy and procedure.

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

The childminder has an adequate understanding of the signs and symptoms of abuse, has attended a child protection course and has appropriate documents and contact details in place for reporting concerns should the need arise. However, the inspection took place following notification of a child being left unattended in a car. This is a breach of a legal requirement. The childminder acknowledged that this had happened. As a result, she has amended her policy and informed parents.

The childminder demonstrates a suitable commitment to improving her service and to ensuring that she meets each child's unique needs. However, there is scope to further develop the effectiveness of her self-evaluation by capturing the views of parents and children in the provision, in order for her to enhance continuous improvement.

Through effective monitoring of children's progress records, the childminder ensures that the educational programmes cover all areas of learning. She regularly evaluates her resources to ensure they are age and stage appropriate, sufficient in quantity and of a good quality. As a result, children are making good progress towards the early learning goals.

The childminder has formed suitable relationships with parents and they are kept well informed of their children's progress. Parents receive detailed daily feedback and are able to contribute to their children's learning record, to ensure continuity of learning and development. Parents also complete questionnaires all of which are very positive and explain how much their children enjoy being at the childminder's home. This contributes to effectively meeting children's individual needs. The childminder also has a good understanding of the importance of working with external agencies should the need arise, to ensure that children and parents receive support where required.

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
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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	EY391311
Local authority	Leeds

Inspection number	903810
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	03/11/2009
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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