

Inspection date	18/03/2013
Previous inspection date	05/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 provides a warm and welcoming environment, in which children are secure and happy.
- The childminder is experienced. She has a good understanding of what children enjoy doing and what they need to learn. This helps ensure children enjoy learning and make progress towards the early learning goals.
- The childminder is aware of children's expected stages of development and monitors this. This ensures she quickly identifies when children need extra support.
- The childminder is knowledgeable about how to keep children safe. She uses comprehensive risk assessments and provides a safe environment for children.

It is not yet outstanding because

- Children do not have many opportunities to freely practice creative techniques, or choose and explore resources, to help them to develop their own rich and creative ideas.
- Children do not have many opportunities to help prepare and serve their own food and pour their own drinks. This reduces their opportunities to develop healthy attitudes towards food and further develop their very good level of independence in self-care.

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 watched the childminder play with the children and talked to her at convenient times throughout the inspection.
- The inspector looked at children's assessment records and a selection of policies and other documents.
- The inspector viewed the areas of the premises that are used for childminding.

Inspector

Caroline Midgley

Full Report

Information about the setting

The childminder was registered in 1995. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children and 14-year-old child, in a house in the Wigton Moor area of Leeds. The whole of the ground floor and bathroom on the first floor and the rear garden are used for childminding. The family has two dogs as pets.

The childminder collects children from the local schools and pre-schools. There are 14 children on roll, one of whom is in the early years age range. Children currently attend before and after school and during school holidays. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association and a local childminding group.

What the setting needs to do to improve further

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

- offer children more opportunities to freely practice creative techniques they have learned and to choose and explore resources, in order to help them to develop their own creative ideas
- give children more opportunities to develop a healthy attitude to food and develop independence in self-care, for example, by allowing them to help prepare and serve their own food and pour their own drinks.

Inspection judgements

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

The childminder is experienced and has high expectations for children. She works closely with parents. For example, when families first start, she asks about children's interests, developmental stage and ways they like to learn. This enables her to provide activities that engage and interest them. She also talks to them about how she works and for families with younger children, provides them with a guide to the Early Years Foundation Stage. This means she works in close partnership with families and children make good progress. She continues to work with parents and observes children to assess their interests and developmental stage. She records observations and assessments in children's individual profiles. This shows children make good progress towards the early learning goals and any additional support that children need is quickly identified.

Children learn well because the childminder teaches them while they play. For example, children enjoy playing a board game. The childminder uses this opportunity to encourage and support children. This develops their self-esteem, confidence and enables them to learn to take turns. She supports their communication and language skills as she sensitively introduces children to new words. She uses effective questions to develop children's thinking and knowledge of the world. For example, she asks, "I wonder what he likes to eat." She also develops children's mathematical skills. For example she says, "Look, you've got two alligators, how many more do you need to finish?" Children develop an understanding of technology, as they operate a tablet and the childminder ensures children get exercise, as they dance in response to instructions from computer games.

The childminder provides a good selection of books, so children learn that enjoyment, information and ideas can be gained from them. Children develop their imagination as they dress up and act out story lines using puppets. The childminder provides materials such as paint, moulding beads, glue, crayons and paper and teaches children a range of craft techniques. For example, children are excited about creations they recently made using 'puffy paint'. However, children do not have many opportunities to practice creative techniques for their own projects, or choose and explore resources. This means they do not consistently develop their own creative ideas. The childminder ensures children are familiar with the local school. This means they are confident when they transfer to the next stage of their education.

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

The childminder provides a calm and welcoming environment and children are very secure and happy in her care. She encourages new parents to visit before children start, so she gets to know the families well. This helps ensure a smooth transition for children from home to the childminder's care. She uses these opportunities to exchange important information. This helps the childminder work with the parents to accurately identify children's interests and stage of development so she can provide appropriate activities that match children's needs. The childminder is experienced and develops respectful relationships with children. This ensures that children have a high sense of well-being and promotes their confidence and self-motivation.

The environment has a homely feel. The main entrance has lots of useful information for children and parents, as well as welcome signs and examples of children's work. This means children feel welcome and keeps parents well informed. The playroom is tidy and there are labelled units containing a wide range of resources. The resources are chosen to match children's interests and to promote all areas of learning. Resources are generally stored in accessible storage boxes. However, some resources and equipment are not consistently available for children to self-select. This reduces opportunities for independent learning and impacts on children's choices. There is an enclosed safe garden, although the childminder does not make good use of this during the winter months. However, this does not significantly affect children's development, because children attend the setting for short periods of time before and after school.

The childminder is perceptive and values children's decisions. She works alongside children, sensitively encouraging and supporting them. Children have developed strong and positive relationships with the childminder. Young children are confident and snuggle up to her while they play board games with older children.

The childminder generally promotes children's health well, supported by clear policies, records and practice. For example, children know to wash hands before eating and how to use equipment safely. In these ways they learn to take responsibility for their own health and safety. The childminder provides a varied diet of healthy meals, although children do not have many opportunities to help prepare and serve their own food and drinks. This means they have fewer opportunities to develop a good attitude to eating and it also reduces opportunities for them to develop more independence in self-care.

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

The childminder understands her responsibility to meet the safeguarding and welfare requirements of the revised Early Years Foundation Stage Framework. She has effective risk assessments that she checks daily. This helps keep children safe. The childminder is dedicated and committed to improving her practice, which she reviews regularly. For example, she considers previous successful activities and trips, and thinks about what went well, so she can improve children's experiences on future occasions. She has also fully complied with recommendations from previous inspections and now has regular fire drills. She displays fire evacuation information in the entrance to the setting. She ensures she keeps up to date and improves her self-evaluation by attending training courses that help her to identify strengths and weaknesses in her practice. For example, she has recently attended training on safeguarding children. This helps ensure children are safe and well cared for as she knows who to report concerns to.

The childminder has a range of written policies and procedures. These help her care for children well and ensures parents are fully informed about her childminding practice. The childminder has also attended training on the learning requirements of the framework and, although she has only recently started caring for children in the early years age range, she is beginning to monitor her provision to ensure children make good progress towards all the early learning goals. The childminder has good links with the local playgroup and school. Children obtain greater benefits from learning opportunities at each setting because the childminder works closely with them to meet children's 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 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	319958
Local authority	Leeds
Inspection number	817278
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	05/04/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

