

Inspection date	02/07/2013
Previous inspection date	05/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 effectively works with the parents to support them in their children's learning, by regularly discussing and sharing activities to enable them to extend their child's learning at home.
- The childminder has introduced a good settling-in procedure to support children when they first start to attend. Consequently, children are confident and have strong bonds with the childminder.
- The childminder has an accurate understanding of safeguarding procedures and ensures these are well implemented within her setting. As a result, children are constantly protected while in the childminder's care.

It is not yet outstanding because

- The childminder does not always support young children's understanding of good health through routine hygiene practices.

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 observed the quality of teaching and activities in the play area and garden.
- The inspector took account of the views of parents from parent's feedback questionnaires.
- The inspector spoke to the childminder.
- The inspector looked paperwork and planning documentation and checked childminder's self-evaluation form.

Inspector

Thecla Grant

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 10, five and two years in a house in the Bramley area of Leeds. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, a cat, five rabbits and one snake as pets.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently six children on roll, of these three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder is a qualified practitioner and holds a National Vocational Qualification Level 2 and 3 in Early Years Care and Education.

What the setting needs to do to improve further

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

- strengthen young children's understanding of good health, by providing more time to promote good hygiene practices.

Inspection judgements

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

The childminder provides stimulating resources, which are easily accessible and can be used in a variety of ways. Subsequently, children find ways to solve the problem of the rain, making the resources in the garden wet, by attempting to use the parasol from the child-height picnic table. Children also test their ideas out, for example, they mould the play dough to see if it will bounce, by throwing it on the ground. The childminder extends this game by adding larger balls for the children to play with. Consequently, children test out how they can play tennis with a large plastic ball. This results in them laying the racket on the ground with the ball on top. They then lift the racket off the ground to propel the ball into the air. This means that children have regular opportunities to think critically and find new ways to do things. The childminder encourages children's communication skills through effective interaction. She talks to children, commenting on what they are doing and asks questions to support their listening and thinking skills. For

example, the childminder talks about the child's holiday and encourages her to recall what happened.

The childminder effectively includes the prime and specific areas learning throughout the day. This results in children regularly using the large activity climbing frame to balance, slide and climb. Children regularly engage in singing and movement games and discuss what they are doing while at the activity, such as 'I'm going on steps'. Children also learn new words, such as 'magpie' while discussing the bird on the chimney with the childminder. Young children's enthusiasm for learning is good; they are making good progress in the areas of learning and have developed the key skills for future learning in readiness for school.

The childminder successfully uses children's starting points to monitor their development and plan for the next steps in their learning. For example, music and movement activities are used to promote young children's confidence in moving their bodies in different ways. Parents are actively included in their children's learning. This is because the childminder displays the prime and specific areas of learning with photographs of their children at play in various activities to enhance parents understanding of the educational programme. This also encourages them to use these activities to promote their children's learning at home.

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

The childminder has a good settling-in routine. For example, parents are encouraged to stay with their children over a period time to help their child to settle. During this period the childminder speaks to parents about their children's care routine at home. As a result, she is able to care for their children in a similar way and this helps them to settle quickly. Subsequently, young children have formed strong bonds with the childminder and seek her out for a cuddle when they are tired. Children who are slightly older confidently go to the childminder for help to manage negative feelings. For example, during quiet time one child wants to relax and the other does not want them to. The childminder teaches them how to manage their feelings by giving them the vocabulary to use and they soon become friends again.

The childminder follows appropriate hygiene routines to reduce the spread of infection. For example, the rabbit hutch is cleaned regularly and after children stroke them they wash their hands. The childminder also makes sure the garden is free from faeces before the children play outdoors. Children are confident and are encouraged to be independent in their self-care. For example, they wipe their hands and faces before and after eating. There is scope to improve how hygiene is promoted with young children, by teaching them importance of using soap and water to clean their hands before eating.

The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, they learn about road safety when out on walks. This means children are developing their understanding of safety. Children's health is effectively promoted through regular outdoor play for fresh air and exercise in all weathers. They use the watering can to water the flowers and they use the playhouse to extend their activities. Children regularly visit the local toddler groups with the

childminder, which builds their self-confidence and encourages them to engage in activities to develop their social interaction. This helps to prepare young children for the transition to pre-school.

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

The childminder has a good understanding of her role and responsibilities in safeguarding children. She also has a secure knowledge and understanding of child protection issues, including procedures to following in the event of a concern. The childminder constantly supervises children throughout the day and adult members of the household have complied with the required suitability checks. The childminder further promotes children's safety by making sure all safety equipment is in place and children cannot access any hazards indoors or outdoors. This means that children are successfully safeguarded while in the childminder's care.

The childminder has a good knowledge and understanding of the learning and development requirements. She has paperwork in place ready for the 'progress check at age two' and also monitors the educational programme through paperwork specifically devised to do so. The childminder is keen to keep abreast of current training courses to strengthen her understanding of the Statutory framework for the Early Years Foundation Stage learning and development requirements, in order to further benefit the children in her care.

Partnership with parents is good. The childminder invites parents to join their children in special activities, such as festivals. Parents are also encouraged to share their views through questionnaires. These are then added to the evaluation of her provision. Children's interests are used to help the childminder to monitor what they like to do. She then plans what resources she needs to include. This means that parents and children are valued in the provision and their views are taken into account. The childminder has a sound understanding of the importance of developing firm partnerships in order to support children's development and promote continuity.

The childminder is constantly improving because all paperwork is accurate including those to assess risks. She has also developed how she evaluates her provision. Therefore, she has made good improvements since her last inspection.

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	EY397829
Local authority	Leeds
Inspection number	875094
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	05/01/2010
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, 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.

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