

Inspection date

Previous inspection date

06/08/2013

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 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

- The childminder understands about helping children to learn through play. She provides them with a varied range of interesting activities that motivates them to explore and experiment. As a result, they make satisfactory progress in their learning.
- This childminder forms warm and close relationships with children. She is sensitive to each one's individual needs. The childminder makes sure she spends quality time with each child to strengthen attachments, so that their confidence is encouraged to flourish.

It is not yet good because

- Activity planning is not sufficiently personalised to show how children's individual learning needs will be met or fully support parents to continue children's learning at home.
- Self-evaluation is not rigorous or fully effective. This is because the views of parents and children are not included to inform priorities and help set challenging targets for improvement.

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 conducted a tour of the areas used for childminding and looked at the childminder's range of toys and equipment.
- The inspector observed the childminder use a story telling session to engage with the youngest children to promote their language and communication skills.
- The inspector looked at a sample of children's development records, including written accounts of their learning and progress.
- The inspector joined the childminder and children in a short walk around the local community.
- The inspector looked at a range of documents including, records relating to the operation and management of the childminding service, a sample of policies and procedures and the childminder's record of self-evaluation.
- The inspector spoke to a parent.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two-year-old child in a house in the Methley area of Leeds. All of the downstairs of the property and the first floor bathroom are used for childminding purposes. There is an enclosed garden to the rear of the property for children's outdoor play.

The childminder takes children to local parks and playgroups in the area. She provides before and after school care and care during the school holidays for older children. The childminder provides care between Monday to Friday, from 7.30am to 6pm, all year round, except for family holidays. There are currently three children on roll, one of whom is in the early years age range. The family has two dogs.

What the setting needs to do to improve further

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

- shape and personalise learning experiences for each child, based on ongoing assessment of their learning needs, so that they make good progress towards the early learning goals.

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

- improve monitoring of the childminding setting, by establishing rigorous and fully effective systems for self-evaluation in order to; inform priorities and set challenging targets for improvement; seek and include the views of parents and children.

Inspection judgements

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

The childminder understands about helping children to learn through play. She provides them with a varied range of interesting activities, that includes, for example, painting, stories, experimenting with sand and gloop; a mixture of cornflour and water and outdoor activities. As a result, children make satisfactory progress in their learning. The childminder regularly observes children to find out their interests and individual learning needs. She recognises the benefit of regularly monitoring children's progress to make sure that they continue to develop and no child is left behind. Her ideas for children's activities are recorded on their individual planning sheet, which is shared with their parents.

However, there is a weakness because activity topics for each child are general and not specific enough to always fully ensure learning is personalised, so that they make best progress according to their individual learning needs. A written diary is transferred between the child's home and childminding setting, giving parents an overview of the child's day. This helps to keep parents informed and makes some contribution to how learning can be continued at home.

The childminder teaches children by playing with and alongside them and sensitively encouraging them to be actively involved. She is very patient, kind and caring towards children. She knows each child well and fully understands about promoting their personal, social and emotional development, communication and language and physical development. She knows these areas are crucial towards building children's confidence and ability for future learning. She helps them to develop a varied range of skills in readiness for school or other settings.

Some of the resources that children use have been personally made by the childminder. There is a treasure chest full of items that children are familiar with from home, for example, different sized brushes, sponges and pan scrubbers. These arouse children's curiosity and they enjoy banging them together to experiment with the different sounds they make or have fun putting them in and out of the chest. She provides a box with slots in the top and different sized lids to encourage children to solve problems and find out where they will fit. They concentrate by pushing the lids in the slots and the childminder counts with them, so that they begin to understand the order of numbers. During story times children are encouraged to be actively involved by lifting the flaps in the book to find out what is underneath. They are encouraged to mimic the sounds the animals make or the noise of the train. Children experiment with musical instruments and hear songs and rhymes. This helps them learn about sounds to support them with language and speech development. It also makes links and connections in their learning.

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

Children's activities take place in the setting or outdoors in the garden. A blanket is often placed on the grass for the youngest children to sit on. This encourages them to practise their crawling and walking skills and explore the natural environment in safety. The childminder uses indoor space well. She has created a welcoming playroom, where the majority of activities take place and provides a second room at the front of the house for quieter activities. Children attend local activity centres and playgroups in the community. They take part in regular outings that includes, the park, farm or walks alongside the canal. Outings help children to socialise and develop their confidence at meeting others, which prepares them for when they attend other settings or school. The youngest children's health and well-being is enhanced by sleep times that take place in the fresh air. The childminder provides children with healthy meals and sometimes plans picnics outside. She involves children in routines that help them understand about their personal care, such as regular hand washing and nappy changing routines that are carried out hygienically.

Flexible, introductory sessions are provided to help children and parents familiarise

themselves with the childminder and her setting. She recognises this as a valuable opportunity for her to get to know the family. She asks parents to record details of their child's routine and development milestones on a record sheet she calls 'building a picture'. This helps her to assess children's starting points and makes a firm, initial contribution to her records of children's progress and development she names 'all about me'. This shows the childminder is keen to form warm and close relationships with children. She is sensitive to each one's needs, helping them settle in at their own pace. The childminder makes sure she spends quality time with each child to strengthen attachments, so that their confidence is encouraged to flourish.

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

The childminder has a satisfactory understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She understands safeguarding procedures and is aware of the appropriate action to take if she has any concerns about a child's welfare or well-being. The childminder has a varied range of record keeping procedures and written policies in place. These relate well to the operation and management of the setting and are made available to parents. Records, such as those for children's attendance are completed in accordance with requirements.

The childminder has begun to self-evaluate her practice but has not yet included the views and opinions of parents and children in this process. During the inspection she provided lots of ideas for future improvement of the provision but has not yet set herself time scales or targets for action. This means that fully effective systems for self-evaluation are not yet firmly in place to inform priorities and set challenging targets for improvement. Since registration, the childminder has attended a variety of training courses to develop her working practice. The training she has taken part in enables her to monitor her provision for children's learning, including the quality of her teaching. The childminder keeps parents well informed and respects their individual wishes. She has not yet had the opportunity to fully develop partnerships in the wider context, although, she is aware of sharing information to support children's continuity of care and learning. The childminder meets with other childminders and has links with the children's centre. This shows she has contact with some other providers of childcare to support her professional working 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 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	EY459009
Local authority	Leeds
Inspection number	905757
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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, 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.

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