

Inspection date

Previous inspection date

06/11/2013

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 requires improvement

- The childminder spends time looking at books with the children. As a result, children develop a love of books from an early age, which supports their reading skills.
- Children have developed close bonds with the childminder because her settling in process is secure.
- The childminder manages children's behaviour appropriately and ensures that children have clear boundaries and rules to adhere to. Consequently, children are well-behaved.
- The childminder is familiar with the signs and symptoms of abuse which helps her to protect the children from harm.

It is not yet good because

- Some activities lack challenge and therefore do not help the children to make better than satisfactory progress in their learning.
- The childminder is yet to establish a culture of continuous improvement and embed this into practice to ensure that future priorities are sharply focused, to bring about the most improvements for children and their families.
- There are fewer opportunities and activities for children to gain an understanding of the natural world.

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 carried out a joint observation and evaluated the morning session with the childminder.
- The inspector reviewed a range of documentation, including policies and procedures, children's records and the childminders planning file.
- The inspector observed the childminder interacting with the children during their play.

Inspector

Sarah Taylor

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll, all of whom are in the early years age range. The childminder lives on the outskirts of Leeds in a semi-detached house with her partner and two children aged eight and four years. The whole of the ground floor and rear garden is used for childminding. The family have a rabbit and hamster as pets.

The childminder attends toddler groups and regularly visits the shops and parks. She collects children from the local schools and pre-schools. She 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.

What the setting needs to do to improve further

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

- improve the quality of teaching, by ensuring that all activities provide sufficient challenge to help the children to make good progress in their learning and development
- foster a culture of continuous improvement by planning for future priorities and ensuring that they take account of the views of children and parents to ensure that they are sharply focused.

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

- develop further the educational programme for knowledge and understanding of the world, for example, by providing children with a range of natural resources to explore, such as pine cones, leaves, wood and bark.

Inspection judgements

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

The childminder plans sufficiently to ensure that the seven areas of learning are covered reasonably well. However, some activities lack challenge and, therefore, do not help the children to make any better than satisfactory progress in their learning. The childminder completes regular observations of the children which include children's next steps in their development. She is familiar with the progress check at age two and although she doesn't have any children requiring a progress check at the moment, she already has the

necessary documentation in place for completion, when the time comes.

Children enjoy looking at books with the childminder, which helps them to develop a love of reading from an early age. Children happily play and enjoy whizzing the cars down the ramp of the car garage. The childminder extends the children's play, by providing different sized cars for the children to test out on the ramp. As a result, children are beginning to experiment during their play, which helps to prepare them for the next steps in their learning. Children enjoy building with a purpose when connecting the building bricks together to make a tower. The childminder encourages the children to build these even higher, praising their efforts as they reach the top. Children's physical development is appropriately fostered, as they regularly go on trips to the local park and shops, which helps them to become familiar with their local environment. However, children have fewer opportunities and activities that promote their understanding of the natural world.

The childminder works closely with parents from the onset of care to ensure that there is a shared approach to their child's development. For example, she obtains information about the children's starting points in learning and provides parents with information about the types of activities that they can carry out at home with their child. Consequently, relationships with parents are strong and they are suitably involved in their child's learning.

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

Children have developed close bonds with the childminder because her settling in process is secure. For example, children attend for a number of settling in visits, which helps to build their confidence and self-esteem. Consequently, transitions from home are smooth and children settle quickly with the childminder. During the first weeks of care, the childminder provides parents with photographs of their child happily playing, which helps to reassure them that their child is content in her care. This also helps to build positive relationships with parents. The childminder helps the children to feel safe and secure by providing them with cuddles and reassurance throughout the day, which supports children's physical and emotional well-being.

The childminder manages children's behaviour appropriately and ensures that children have clear boundaries and rules to adhere to. For example, they know to share with their peers and to help each other, which helps them to feel safe and satisfactorily promotes their personal, social and emotional development. Consequently, children are well-behaved. Resources are clean, bright and attractive. Children's independence is suitably promoted because they self-select what they would like to play with from the low-level units. Children enjoy the wide range of healthy meals and snacks they are served by the childminder and enjoy learning how to move in new ways when they visit the local park. Consequently, children are developing an understanding of the importance of healthy lifestyles and regular exercise.

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

The childminder has a sound understanding of the Statutory framework for the Early Years Foundation Stage. For example, she ensures that children are well protected by applying her knowledge of the signs and symptoms of abuse into practice to safeguard the children in her care. Regular risk assessments and fire drills ensure the children are kept safe.

The childminder regularly monitors her planning, which helps her to identify any children who require additional support. Links to other professionals, such as the local authority development worker, helps to ensure that additional support is promptly sought and applied into practice.

The childminder is in the early stages of developing her chidminding service and as a result, she is yet to establish a culture of continuous improvement and embed this into practice. For example, she does not yet routinely include the views of children and parents into her self-evaluation form and use this information to identify sharply focused priorities for improvement. The childminder has completed some training to help her to care for the children. For example, she has completed a paediatric first aid course and plans to obtain a qualification at level 3 in early years. Parents are happy with the care the childminder offers and enjoy the regular feedback the childminder gives them about their child's progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460687
Local authority	Leeds
Inspection number	918489
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.

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